

ENGLISH LANGUAGE ARTS
RESOURCE WORKBOOK NUMBER ONE
GRADE 10

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FOREWORD

In presenting this as one of six guides to the teaching of English in our secondary schools, we should like to call attention to the number of persons who were involved in bringing these guides to their present stage. A lay committee of thirty members met regularly over a period of three years to advise with our staff on the problems of teaching English. All secondary teachers were involved as well as the select committee which did the actual writing of the guides. Secondary school students aided the committee by reading proposed literary selections and passing judgment on them. What the young people may have lacked in background for arriving at their judgments they more than made up for by a freshness of viewpoint and wholesome frankness.

In making the selection of books to be studied intensively the committee has sought to maintain a defensible balance between the conventional and the contemporary. It is the conviction of our staff that the study of conventional literature selections should lead to the reading of the best of the modern and that conversely even the best of the contemporary should not be studied as completely divorced from the great literary heritage of the past. In all selections studied, parallel outside reading under guidance is a fundamental part of the plan.

As to the sections of the guide devoted to oral and written expression, the committee has faced realistically the central problem of all English teaching. This is how to rescue our language from becoming a mere formal tool of the classroom divorced from what youth talk and think about and what they can be led to speak, write and reason about.

Nor have our committees neglected the problem of form and usage. They have sought to connect these at every point with their contribution to clarity and emphasis in communication, and so avoid permitting them to become the mere calisthenics of communication.

We wish to express our appreciation to all members of the professional and lay committees who have participated in the formulation of this guide. Excellent assistance was provided by Dr. Alfred R. Grommon, of the School of Education of Stanford University.

Henry M. Gunn, Superintendent

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. Naomi Gill	
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Preservation of Human Values	Robert G. Bander

INTRODUCTION

Themes in the Literature Program

Unlike the literature in the eleventh and twelfth grade programs, the literature studied in the tenth grade is not oriented to any national culture. The sophomore is thus in a position to explore widely varied cultures and ideas. At the same time, pupils facing new situations in high schools have certain common needs and problems which suggest a guiding principle for their exploratory studies. The general theme of "Challenge and Response" has therefore been adopted because it seems to provide an appropriate core for the tenth grade literature program. Five themes of a more specific nature have subsequently evolved, partly from the literature already in use and partly from the interests and needs of adolescents indicated in Foundations of Secondary Education.¹

Those themes are as follow:

The Challenges of Personal Adjustment
Challenges Offered Us by Significant People
Challenges Met by People of Other Times and Places
The Challenge of Creating and Maintaining Justice
The Challenges of War to the Preservation of Human Values

The Use of Core Books

The committee recommends the following placement of core books according to themes and lanes:

The Challenges of Personal Adjustment (B lane only)

Freedman, N. and E.	Mrs. Mike
Rawlings, V.M.	<u>The Yearling</u>

Challenges Offered Us by Significant People (A lane only)

Gollomb, J.	<u>Albert Schweitzer: Genius of the Jungle</u>
Hyde, M.A.	<u>Modern Biography</u>
Joy, C.R., and Arnold, M.	<u>The Africa of Albert Schweitzer</u>
Padover, S.K.	<u>Jefferson</u>
Schweitzer, A.	<u>Out of My Life and Thought</u>

1. Foundations of Secondary Education. Palo Alto Unified School District, Palo Alto, California.

Challenges Met by People of Other Times and Places (A lane only)

Dickens, C.	<u>A Tale of Two Cities</u>
Paton, A	<u>Cry, The Beloved Country</u>

The Challenge of Creating and Maintaining Justice (A and B lanes)

Eliot, G.	<u>Silas Marner</u> (A and B lanes)
London, J.	<u>The Sea-Wolf</u> (B lane)
Norris, F.	<u>The Octopus</u> (A lane)
Shakespeare, W.	<u>The Merchant of Venice</u> (A lane)
Steinbeck, J.	<u>The Pearl</u> (B lane)

The Challenges of War to the Preservation of Human Values (A and B lanes)

Crane, S.	<u>The Red Badge of Courage</u> (A lane)
Hersey, J.	<u>Hiroshima</u> (A and B lanes)
Pyle, E.	<u>Brave Men</u> (A lane)
Remarque E.M.von	<u>All Quiet on the Western Front</u> (B lane)
Rickenbacker, E.	<u>Seven Came Through</u> (B lane)

The Use of Supplementary Books

Each sophomore classroom is supplied with collections of essays, short stories, poetry, and one-act plays which may be used for supplementary reading with the themes. The committee has examined all the selections in these books and listed them in this workbook under the themes to which the selections seem to be related in idea. The teacher may of course use these selections as he sees fit; the listing done by the committee is intended as a possible aid to the teacher.

The following collections are available for sophomore literature:

Short stories

Burrell-Cerf	<u>The Bedside Book of Short Stories</u>
Certner	<u>Short Stories for Our Times</u>
Law	<u>Modern Short Stories</u>
Mikels	<u>Short Stories for English Courses</u>

Poetry

Cooper	<u>Poems of Today</u>
Hohn	<u>Stories in Verse</u>
Rittenhouse	<u>Little Book of Modern Verse</u>
	<u>The Second Book of Modern Verse</u>
Untermeyer	<u>This Singing World</u>

Essays

Leonard and Pooley
Lester
Ward

Introducing Essays
Essays of Yesterday and Today
Essays of Our Day

One-Act Plays

Cohen
Goldstone

One-Act Plays
One-Act Plays

Addenda

The addenda to this resource book will include sample units of work, discussion questions and composition topics for the core books, and vocabulary lists for the core books. It is hoped that all teachers of sophomore English will add to the usefulness of this resource book by submitting their own materials for inclusion in the addenda. The flexibility of this section is the provision by which growth and change can take place according to the changing needs of pupils and teachers.

CHARACTERISTICS OF ADOLESCENTS WHICH ARE
OF GENERAL APPLICATION TO THE
TEACHING OF ENGLISH

- I. Adolescents want to be respected and treated as human beings with a dignity and integrity of their own.
- II. In spite of the problems, adolescents are in an important period of potential intellectual growth within the framework of individual differences.

In general, adolescents do not know what to be informed about. Many of their understandings are superficial. They tend to avoid problems which they think they cannot affect.

- III. Adolescents vary widely in the rate and intensity of their development in the physical, social, and emotional aspects of the sexual drive.

Adolescents are very conscious of the opposite sex. The girls develop physically and socially more rapidly than boys and are ready for boy-girl relationships about two years before the boys. Adolescents find that securing boy-girl relationships is vitally important to them, and in early adolescence, still retain some of the pre-adolescent antagonism toward members of the opposite sex.

- IV. Adolescents vary widely in their ability to use language effectively in daily intercourse in speech and writing.

Adolescents tend to accept the authority of the written word because they lack experience in critical reading. They are unable to distinguish between various quality levels of communication. They generally accept and use the standards of communication of their own peer group, and are reluctant to change their mode of communication without reasons real to them. They are unable to foresee situations in which a different quality of communication will be required.

NEEDS OF ADOLESCENTS WHICH ARE OF
GENERAL APPLICATION TO THE
TEACHING OF ENGLISH

- I. Adolescents need to develop the ability to use language effectively in speaking, reading, writing and listening.
- II. Adolescents need to cultivate an open-minded attitude toward new ideas.

GENERAL OBJECTIVES OF THE TOTAL ENGLISH
PROGRAM

To help the pupil continue

- 1. To learn democratic attitudes and practices in group situations
- ✓ 2. To develop a sense of personal responsibility toward the larger groups of which he is a member
- ✓ 3. To learn to converse easily and intelligently, and to listen in both formal and informal situations accurately and respectfully
- ✓ 4. To learn to read with greater comprehension, speed, and enjoyment
- ✓ 5. To learn to speak effectively before a group
- ✓ 6. To learn how to study efficiently and effectively

CHARACTERISTICS OF ADOLESCENTS
PERTAINING TO THE 10TH GRADE
LITERATURE THEME:
CHALLENGE AND RESPONSE

The complexities of modern life present daily challenges to every individual, particularly the adolescent. Although he may have arrived at sound conclusions about some things, the typical adolescent has accumulated many borrowed ideas, distorted ideas, and half-formed ideas. In some important areas he may have a total absence of ideas and understandings.

To effect a happier adjustment to their immediate problems, adolescents are constantly, perhaps subconsciously, pursuing a search for values. They undergo a developing desire to know their own values, but their search is difficult and challenging for various reasons. In the first place, adolescents are confused concerning values. They find their values frequently in conflict with those of their parents and other adults. They are further confused by the conflicting standards in our society and by the differences which sometimes exist among the climates of the home, of the school, and of the peer group. Since they want to belong to a peer group, they often uncritically accept the standards of this group and yet, when challenged, revert to adult-established beliefs. Adolescents are afraid to be different and sometimes mock, persecute, or shun the person who is different; yet they are usually intrigued by the novel or bizarre and are inclined to sentimental attachment for the underdog. Such inconsistencies are due in part to the fact that they mistake emotional reaction for analytical thinking, even though they tend to assert what views they have with dogmatic assurance.

The state of confusion and need for adjustment is further reflected by certain conflicting attitudes which adolescents manifest toward their social environment. They rebel against- and exploit- parental authority and may resist the adult evaluation of what is worthwhile; nevertheless, they need the security, stability, and acceptance which the home should provide. They tend to accept the judgment of the adult who seems to "know the answers." They seek leadership, not supervision, from adults and are more likely to respond to adults who treat them as individuals with dignity and worth. They tend to identify themselves with adults they respect or with "heroes" they have met in life or literature. While demanding fairness, justice, and consistency from the adult, adolescents often refuse to take responsibility for their own actions. Sometimes seeing no reason for the existence of rules and laws, they are often particularly unwilling to abide by laws which they have not made; at the same time they may be unwilling to help make the rules they must live by. Adolescent egocentricity and the example of elders furthermore occasionally give rise to the feeling that

laws apply to others but not to the adolescent himself. These paradoxical attitudes obviously indicate that adolescents are in an important period of potential intellectual and social growth.

Additional factors in adjustment are the fears and feelings of insecurity which beset adolescents in widely varying degrees. Growing young people feel and reflect the tensions and insecurities of the society in which they live. They often show confusion and uncertainty about attacking and solving their problems. Fearful of not succeeding, they may tend to retreat to a dream world, a pattern which could become dangerous. They may become seriously upset by failure to gain acceptance in a group or by labels attached to them either by peers or by adults. But they may also benefit from skillful and sympathetic adult guidance in helping them understand and adjust to these problems.

One of the greatest challenges to adolescents in their struggle for adjustment is the challenge of developing understanding of self. The egocentric concerns of puberty and the absorptive demands of the growth process often place narrow limits on adolescents' ability to realize and deal with social, civic, and intellectual problems. Many adolescents who are eager to assume responsibility lack the self-confidence to do so. Strongly aware of self, they are harassed by fears about their own inadequacies or differences; they also tend to be unrealistic when evaluating themselves in terms of educational needs and vocational goals. Most adolescents are keenly conscious of their bodies and may be emotionally affected by physical handicaps or irregularities. They have a natural awkwardness which gradually dissipates with increasing maturity. Despite their fears and diffidence, they nevertheless tend to be very candid and unrestrained in the expression of their opinions, not realizing that repressing one's own feelings is frequently necessary in effective dealings with other people.

Limited in experience and knowledge, adolescents characteristically have an incomplete or nebulous understanding of the world in which they live. Their world is further narrowed by their egocentric concerns and the demands of the artificial culture existing in the peer group. Difficulty in understanding the very concept of culture may impede their understanding and appreciation of any culture. Their lack of experience within our own culture and with other cultures further impedes this appreciation. While most students accept the abstract principle of international cooperation, they are actually unconcerned with international problems because they are not personally and directly involved in such affairs. Similarly, they accept the principle of democracy and really acknowledge the greatness of their national heritage without fully comprehending the meaning and application of these terms. Adolescents think of coöperation as majority rule and tend to limit the term "democracy" to its political meaning. Experiences in the home have not made them realize the fuller meaning of democratic coöper-

ation, although their desire to belong to a group should lead them to participate in democratic processes.

Perhaps even less have adolescents achieved any sense of union with all other Americans. Very few adolescents identify themselves with their forefathers or feel any personal interest in their forefathers' struggle for them; they seem completely unaware of the continuing cost of democracy in terms of personal sacrifice. Many of them fail to understand that freedom implies responsibility and that the benefits of civil liberties are maintained only by the efforts of each individual to protect these liberties. The maturity of later adolescence, however, often awakens in boys and girls a deeper understanding of democracy and a heightened interest in international cooperation; their growing idealism also brings a greater appreciation of their own culture as well as the cultures of other nations.

III. Adolescents need to learn to accept themselves as they are and to face the realities of the world about them

They need

1. to make a realistic assessment of all the demands and requirements they must meet to achieve their proposed goals
2. as preparation for the assumption of broader responsibilities, first to grow in willingness to seek and accept personal responsibilities
3. to have successful experiences through which emotional stability may be gained
4. to recognize and weigh the effect of the peer group upon their own attitudes and behavior
5. to recognize and weigh the influence which adults exert upon their thinking
6. to understand that some conflict between the peer and adult attitudes toward the assumption of authority is inevitable
7. to have wholesome associations with adult leaders who guide rather than compel them

IV. Adolescents need to be introduced to a variety of experiences with beauty in order to awaken and deepen their sensitivity to it

V. Adolescents need to develop an understanding of the bases of conflicts which involve the home

VI. Adolescents need to be accepted and treated as human beings with worth, dignity, and integrity of their own, regardless of their behavior.

They need

1. to have experiences which contribute to the attainment of the essential status and acceptance which is a universal need of mankind
2. to accept others as individuals with worth and dignity and to treat them with understanding

THE LITERATURE PROGRAM

General Objectives for Tenth Grade Literature

To help the pupil

1. continue his development and application to daily life of the high moral and spiritual values which may be perceived through a study of literature
2. further develop his understanding of the varied cultural patterns that have existed or exist now in the world
3. increase his appreciation of the aesthetic and emotional qualities in literature

CHALLENGE AND RESPONSE

Theme I : The Challenges of Personal Adjustment (B lane only)

A. General objectives

The pupil should

1. develop a better understanding of himself and his relationship to his environment so that he may more effectively attack and solve his own problems
2. realistically appraise his own potentialities and limitations
3. appreciate the reasons why personal or selfish considerations must sometimes be set aside for the good of the group
4. understand the necessity for some degree of authority and the reasons for conforming to a just authority
5. deepen his understanding of the idea that the responsibility one must assume becomes more serious as one's goals become more complex
6. develop the understanding that both values and needs determine one's choices
7. develop his own values
8. realize that abiding values may ultimately emerge from harsh and tragic experiences
9. continue developing his understanding of the idea that tolerance and sympathy, which all men sometimes need, are the bases of coöperative living
10. increase his awareness of the idea that men must coöperate to cope successfully with adverse or violent forces of nature
11. better understand and tolerate personalities and values different from his own
12. consider why different individuals react differently to similar circumstances

13. develop thoughtful bases on which to build loyalties
14. gain some understanding of the bases of conflicts which involve the home
15. consider their own ideas concerning how men should use natural resources, particularly the resource of animal life

B. Literary selections

Major selections

Nancy and Benedict Freedman, Mrs. Mike
 Marjorie Kinnan Rawlings, The Yearling
 John R. Tunis, A City for Lincoln

Supplementary selections

Short Stories

Burrell-Cerf, The Bedside Book of Famous American Short Stories

Hawthorne	"The Great Stone Face"	p. 44
Hale	"The Man Without a Country"	p. 207
Wilkins	"A New England Nun"	p. 466
Tarkington	"Little Gentleman"	p. 556
Cather	"Paul's Case"	p. 681
Steele	"The Man Who Saw Through Heaven"	p. 927
Brush	"Night Club"	p. 1207

Certner, Short Stories for Our Times

Benet	"The Sobbin' Women"	p. 69
Chute	"Thank You, Dr. Russell"	p. 95
Stuart	"Split Cherry Tree"	p. 113
Rackowe	"The Four-Minute Mile"	p. 133
Chute	"A Really Important Person"	p. 189
Callaghan	"All The Years of Her Life"	p. 211
Frost	"The Heart Being Perished"	p. 223
Street	"Weep No More, My Lady"	p. 235
Brookhouser	"Easter Egg"	p. 273
Howland	"Tonight Will Be Different"	p. 287
Ware	"An Underground Episode"	p. 317
Komroff	"The Thousand-Dollar Bill"	p. 331
Kantor	"A Man Who Had No Eyes"	p. 367
Haviland-Taylor	"The Failure"	p. 375

Law, Modern Short Stories

Tolstoi	"Where Love is, There God is Also"	p. 23
Stuart	"Sonny's Schoolin'"	p. 105
Barrie	"My Husband's Book"	p. 135
O. Henry	"A Retrieved Reformation"	p. 212
Maclaren	"A Fight with Death"	p. 238

Mikels, Short Stories for English Courses

Stuart	"Sonny's Christenin'"	p. 37
Kipling	"Wee Willie Winkie"	p. 81
Paine	"The Freshman Full-Back"	p. 161
Galsworthy	"Quality"	p. 363
Hemingway	"A Day's Wait"	p. 457
Stevenson	"Markheim"	p. 433

Poetry

Cooper, Poems of Today

Hall	"Three Girls"	p. 56
Lowell	"Patterns"	p. 105
Gibson	"The Machine"	p. 114
Daly	"Da Leetla Boy"	p. 137
Coffin	"Old Farmer Alone"	p. 229
Teasdale	"Thoughts"	p. 243
Letts	"In Service"	p. 244
Frank	"The Movies"	p. 246
Morton	"Who Walks With Beauty"	p. 247
Jeffers	"Wonder and Joy"	p. 247
Santayana	"What Riches Have You?"	p. 252
Van Dyke	"Work"	p. 261
Kipling	"If"	p. 296
Burr	"A Song of Living"	p. 304
Garrison	"The Dreamers"	p. 309
Jones	"Sometimes"	p. 312
Henley	"Invictus"	p. 320
Riley	"A Parting Guest"	p. 327

Hohn, Stories in Verse

Coffin	"Lazybones"	p. 107
Whittier	"Maud Muller"	p. 129
Lowell	"The Courtin'"	p. 175
Daly	"Da Leetla Boy"	p. 181
Daly	"Two 'Mericana Men"	p. 182
Hay	"The Law of Death"	p. 281
Yauger	"Planter's Charm"	p. 284

Fuller	"Haying"	p. 295
Untermeyer	"Swimmers"	p. 299
Monroe	"The Romney"	p. 358
Weaver	"Concerning The Economic Independence of Women"	p. 361
Moody	"Gloucester Moors"	p. 4
Daly	"Da Leetla Boy"	p. 31
Moody	"The Daguerreotype"	p. 41
Millay	"Renaissance"	p. 89
Ledoux	"The Only Way"	p. 100

Rittenhouse, The Second Book of Modern Verse

Frost	"The Road Not Taken"	p. 3
Kreymborg	"Idealists"	p. 12
O'Sheel	"The Lover Envies an Old Man"	p. 69
Lowell	"Patterns"	p. 105
Robinson	"Richard Cory"	p. 109
Towne	"Of One Self-Slain"	p. 110
Lee	"Convention"	p. 111
Wilkinson	"Songs of an Empty House" (Vista, The End)	p. 115
Masters	"Spoon River Anthology"	p. 148
Foster	"The Bitter Herb"	p. 182
Shepard	"A Nun"	p. 196
Masters	"Silence"	p. 196

Untermeyer, This Singing World

Holmes	"The Last Leaf"	p. 96
Tennyson	"Crossing The Bar"	p. 301
Stevenson	"Requiem"	p. 303
Longfellow	"The Psalm of Life"	p. 313
Kipling	"If---"	p. 315
Davies	"Leisure"	p. 320
Miller	"For those Who Fail"	p. 332
Henley	"Invictus"	p. 333

Essays

Leonard and Pooley, Introducing Essays

Kirkland	"In Sickness and In Health"	p. 20
Lucas	"Aunts"	p. 32
Woodridge	"The Searchings of Jonathan"	p. 38
Marquis	"How Suffering Purifies One!"	p. 57
Warner	"Love's Minor Frictions"	p. 198
White	"Mary White"	p. 239
Chafee, Jr.	"The Inquiring Mind"	p. 268

Goldstone, One-Act Plays

Rostand	"The Romancers"	p. 51
Bates	"The King's English"	p. 71
Chekhov	"The Boor"	p. 149
Gerstenberg	"The Unseen"	p. 185
Tompkins	"Sham"	p. 203
Wilde	"Confessional"	p. 227
Goodman	"Dust of the Road"	p. 247
O'Neill	"Isle"	p. 267

C. Composition and discussion topics

1. My most important decision and why I made it
2. Moving into a strange town (school, neighborhood)
3. An obstacle I overcame (or must overcome)
4. A trying period in childhood which has affected my life
5. Childhood hopes and ambitions
6. I like to study but...
7. Things in life which confuse me
8. The importance of making the team
9. Problems of dating...
10. A great responsibility I have had to face
11. A recipe for a satisfactory life
12. Is it important to know one's weaknesses?
13. Why I want to belong to clubs
14. Things that have discouraged me
15. People expect too much from me.
16. The importance of religion in meeting problems
17. The importance of reputation
18. Problems I have in getting along with my family
19. It is certainly a misfortune (good fortune) to be the youngest (only, middle, brother, sister, etc.) in the family.
20. I never want to see him again as long as I live.
21. My idea of having a good time
22. Before coming to an important decision, is it better to confer with others or to depend upon one's own judgment?
23. How my mother (or father) helps me (has helped me) to solve my problems
24. I can get along with all kinds of people.
25. What do you do when you are unhappy, lonely, or feel desperate or at "loose ends?" Describe the last time.
26. What share should parents have in deciding the careers of their sons and daughters?
27. I want to run my own life!
28. Where do you think of going when you want to get away from it all?
29. To what work, duties, etc., would you like to devote your whole life?

Theme II: Challenges Offered Us by Significant People (A lane only)

A. General objectives

The pupil should

1. determine what qualities in significant people have made them of particular value and importance to society
2. realize that greatness is the end product of combined factors, among which are inherent drive, intellectual capacity, physical stamina, and circumstance
3. examine the idea that most great people have placed their ideals for humanity above their concerns for their personal well-being
4. understand that greatness in a person transcends national boundaries and is felt in some way by peoples everywhere
5. observe that the lives of those who have achieved greatness are almost always touched by the problems, struggles, failures, and perhaps even the moral taints which in varying degrees plague most human beings
6. discern that greatness is almost always characterized by individualism, but that this individualism is much more than mere eccentricity
7. consider why most great people are to some extent objects of controversy and hence are often misunderstood
8. perceive that there are similarities between great people and himself or other people he knows
9. examine in our own society the contributions that have been made by certain significant people
10. appreciate the influences which people of the past have exerted on his own life
11. develop a keener appreciation of sacrifices which our forefathers made for us

D. Literary selections

Major selections

Joseph Gollomb, Albert Schweitzer, Genius of the Jungle
Marietta Hyde, Modern Biography
Charles R. Joy and Melvin Arnold, The Africa of Albert Schweitzer
Saul K. Padover, Jefferson
Albert Schweitzer, Out of My Life and Thought

Supplementary selections

Poetry

Cooper, Poems of Today

Poole	"Charles Dickens"	p. 221
Markham	"Lincoln, The Man of the People"	p. 222
Irwin	"At the Stevenson Fountain"	p. 224
Romig	"In a Shakespearean Garden"	p. 225
Taggard	"Thoreau"	p. 226
Reese	"Immortality"	p. 315

Hohn, Stories in Verse

Miller	"Columbus"	p. 208
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Rittenhouse, Little Book of Modern Verse

Sweeney	"Chavez"	p. 9
Markham	"Lincoln, The Man of the People"	p. 137
Robinson	"The Master"	p. 139
Mackaye	"Uriel"	p. 161

Rittenhouse, The Second Book of Modern Verse

Benet	"Mad Blake"	p. 111
Fletcher	"Lincoln"	p. 153
Lindsay	"Abraham Lincoln Walks at Midnight"	p. 157

Untermeyer, This Singing World

Lindsay	"In Praise of Johnny Appleseed"	p. 99
Whitman	"O Captain! My Captain!"	p. 302
Miller	"Columbus"	p. 327

Essays

Leonard and Pooley, Introducing Essays

Brooks	"Mr. Pepys Sits in the Pit"	p. 186
Bacon	"Riches and Studies"	p. 250
Fadiman	"She Did Not Know How to be Famous"	p. 265
Plato	"Death of Socrates"	p. 288
Keller	"Three Days to See"	p. 307
MacLeish	"Look to the Spirit Within You"	p. 318
Buck	"America's Gunpowder Woman"	p. 331
Thompson	"America Faces Tomorrow's World"	p. 338
Lippmann	"Education vs. Western Civilization"	p. 356

Ward, Essays of Our Day

Bok	"An Introduction of Two Persons"	p. 95
Conrad	"Christmas Day at Sea"	p. 251
Nicholson	"The Boulevard of Rogues"	p. 340

One-Act Plays

Cohen, One-Act Plays

Rogers	"The Boy Will"	p. 38
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C. Composition and discussion topics

1. How I judge character
2. I'd vote for that man.
3. Crushes and hero-worship
4. A person I'd like to know
5. The successful man (woman)
6. The person I admire most
7. The most abused public servant
8. My distinguished ancestor
9. United States political figures
10. The times I met _____
11. My impressions of _____
12. The man (woman) of the year
13. What is a significant person?
14. What qualities make a person great?
15. Can an unknown person be great?
16. Why I consider _____ a great person
17. A great person I have known
18. Greatness vs. meanness
19. Superficial vs. worthwhile people

Theme III: Challenges Met By People of Other Times and Places (A lane only)

A. General objectives

The pupil should

1. deepen his awareness of the idea that people of all places and times have been involved with such universal concerns as justice, security, personal adjustment, and social relations
2. examine the similarities which exist between himself and people of other times and places
3. determine whether there are values common to people of all times and places
4. consider whether any social problems seem to have been permanently solved, and what progress has been made on the solution of certain serious problems
5. consider the problem of the relationship of means and ends in the struggle to achieve desired goals
6. see explicit comparisons between the problems of other times and places and contemporary American problems
7. understand why Americans must be concerned about the welfare of people in other countries
8. develop thoughtful sympathies for people in other parts of the world who have problems
9. appreciate the heritage given to America by other nations

B. Literary selections

Major selections

Charles Dickens, A Tale of Two Cities
Alan Paton, Cry, The Beloved Country

Supplementary selections

Short Stories

Burrell-Cerf, A Bedside Book of Famous American Short Stories

London "To Build A Fire" p. 698

Certner, Short Stories for Our Times

Buck "A Man's Foes" p. 427

Law, Modern Short Stories

Hearn "The Soul of the Great Bell" p. 17

Kipling "Moti Guj-Mutineer" p. 84

Mikels, Short Stories for English Courses

Wolfe "The Sun and the Rain" p. 463

Poetry

Cooper, Poems of Today

Crane "The History of Honey" p. 87

Kipling "The Ballad of East and West" p. 89

Chesterton "Lepanto" p. 99

Van Dyke "Home Thoughts from Europe" p. 175

Gessler "In Hawaiian Seas" p. 197

Scollard "As I Came Down from Lebanon" p. 208

McCarthy "Streets of Home" p. 214

Wood "Goats" p. 217

Tietjens "The Most-Sacred Mountain" p. 218

Hohn, Stories in Verse

Byron "The Destruction of Sennacherib" p. 56

Ballads
Tu Fu "The Emperor" p. 190

Hay "The Law of Death" p. 281

Kipling "The Ballad of East and West" p. 329

Rittenhouse, The Second Book of Modern Verse

Lindsay "The Chinese Nightingale" p. 37

Corbin "Muy Vieja Mexicana" p. 143

Wattles "Jerico" p. 173

Wilkinson "Students" p. 175

Untermeyer, This Singing World

Kipling "The Ballad of East and West" p. 184

Essays

Leonard and Pooley, Introducing Essays

Hudson	"The Potato at Home and in England"	p. 92
Powys	"A Leopard by Lake Elmenteita"	p. 171
Morley	"Inga"	p. 229
Pliny The Younger	"The Eruption of Vesuvius"	p. 71
Steele	"Alexander Selkirk"	p. 151
Cicero	"Friendship and Duty"	p. 208
Hazlitt	"On Going on a Journey"	p. 226
Lin Yutang	"The Importance of Loafing"	p. 242
Tomlinson	"The Pit Mouth"	p. 271

Ward, Essays of Our Day

Mackenzie	"Exile & Steamer"	p. 185
Muret	"On Becoming French"	p. 377
Hackett	"Why Travel?"	p. 409
Epstein	"Farewell to the Baltic"	p. 437

C. Composition and discussion topics

1. A famous historical moment
2. Historically famous places I have visited
3. Description of a foreign city
4. Foreign customs we should borrow
5. Foreign influences in American life
6. Should recent immigrants to our shores be encouraged to abandon their language, customs, and native arts in favor of those we already have?
7. Our GI's in occupied territories
8. The values of the exchange student program
9. Causes of suspicion between peoples
10. Do American movies give foreigners a true impression of our life?
11. What I have learned of _____ (France, England, Italy, Japan) through seeing foreign movies
- 12.. What foreign land would you most like to visit?
13. _____ (a country), the land of my mother (or father)
14. Why I would rather visit _____ (country) than _____ (another country)
15. A time when I would like to have lived

Theme IV: The Challenge of Creating and Maintaining Justice
(A and B lanes)

A. General objectives

The pupil should

1. determine the people and the forces that formulate the principles and control the administration of justice
2. analyze why concepts of justice may vary in different situations
3. consider to what extent the desire for justice is an inherent and to what extent an acquired characteristic
4. understand the concept that justice is a quality of human relationships rather than physical circumstances
5. realize that justice is a uniquely human and humanizing basis of law and consequently should be distinguished from the fang-and-claw order at the animal level
6. account for the discrepancies which sometimes appear between the theory and the practice of justice
7. examine certain areas in which mankind may have made progress in the formulation and application of concepts of justice
8. analyze some of the forces militating against the realization of a uniformly ideal justice
9. understand and criticize the idea of poetic justice as portrayed by many writers

B. Literary selections

Major selections

George Eliot, Silas Marner (A and B lanes)
Jack London, The Sea-Wolf (B lane)
Frank Norris, The Octopus (A lane)
William Shakespeare, The Merchant of Venice (A lane)
John Steinbeck, The Pearl (B lane)

Supplementary selections

Short stories

Burrell-Cerf, Bedside Book of Famous American Short Stories

Hawthorne	"Rappaccini's Daughter"	p. 60
Melville	"Billy Budd, Foretopman"	p. 141
Hale	"The Man Without a Country"	p. 207
Stockton	"The Lady, or the Tiger?"	p. 248
Harte	"The Outcasts of Poker Flat"	p. 328
Norris	"A Deal in Wheat"	p. 571

Certner, Short Stories for Our Times

Hughes	"One Friday Morning"	p. 151
Beachcroft	"The Erne from the Coast"	p. 169
Christowe	"My Grandfather's Eyes"	p. 259
Silvers	"Stars In the Sky"	p. 297
Williams	"Sheener"	p. 351
Zara	"The Citizner"	p. 399
Cave	"Beyond Price"	p. 413

Mikels, Short Stories for English Courses

O. Henry	"The Ransom of Red Chief"	p. 145
Davis	"Gallegher"	p. 183
Stockton	"The Lady, or the Tiger?"	p. 233
Harte	"The Outcasts of Poker Flat"	p. 245
Freeman	"The Revolt of Mother"	p. 261

Poetry

Cooper, Poems for Today

Markham	"The Man With the Hoe"	p. 263
Cleghorn	"The Golf Links Lie So Near the Mill"	p. 273
Oppenheim	"The Slave"	p. 278
Widdemer	"The Factories"	p. 279
Schauffler	"Scum o'the Earth"	p. 281

Hohn, Stories in Verse

Hunt	"The Glove and the Lions"	p. 5
Noyes	"The Highwayman"	p. 10
Coffin	"The Lady of the Tomahawk"	p. 17
Carryl	"How the Helpmate of Bluebeard Made Free with a Door"	p. 35

Hohn, Stories in Verse (cont'd)

Browning	"The Pied Piper of Hamelin"	p. 135
Cooksley	"Buck Fever"	p. 159
Young	"Bête Humaine"	p. 160
Belloc	"Matilda"	p. 163
Morris	"Shameful Death"	p. 301
Lanier	"The Revenge of Hamish"	p. 317
Kipling	"The Ballad of East and West"	p. 329
Tennyson	"Rizpah"	p. 336
Cervein	"The Man Hunt"	p. 342
Heyward	"Gamesters All"	p. 343
Weaver	"Concerning the Economic Independence of Women"	p. 361

Rittenhouse, Little Book of Modern Verse

Moody	"Ode in Time of Hesitation"	p. 17
Markham	"The Man with the Hoe"	p. 118

Untermeyer, This Singing World

Longfellow	"The Slave's Dream"	p. 196
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Essays

Leonard and Pooley, Introducing Essays

Johnson	"You're Another"	p. 112
A Worker	"On the Industrial Scrap Heap"	p. 246
Galsworthy	"My Distant Relative"	p. 256

Cohen, One-Act Plays

Galsworthy	"The Little Man"	p. 341
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Goldstone, One-Act Plays

Hsuing	"The Thrice-Promised Bride"	p. 125
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C. Composition and discussion topics

1. My first encounter with racial discrimination
2. A case of injustice
3. Justice is sometimes done.
4. Is good always rewarded in life?
5. What is justice?
6. Justice is not an absolute.
7. Is legal justice ever replaced by a higher justice?
8. And they blamed me!
9. Why does it always have to be me?
10. When a fellow needs a friend
11. What chance has he?
12. Put yourself in his place.
13. There ought to be a law!
14. Inter-racial relations in our school
15. Why should the average person concern himself with matters of justice affecting others?
16. The right to strike
17. Should our governments be more lenient or more severe in paroling prisoners?
18. Should aged persons be pensioned off to make way for younger ones?
19. Should the rights of American citizens be broadened to include the right of a job?

Theme V: The Challenges of War to the Preservation of Human Values (A and B lanes)

A. General objectives

The pupil should

1. examine the effects of war on individuals and groups
2. understand some of the conflicts of values that war inevitably imposes on both individuals and groups
3. examine the possibility that though war is evil, people involved in war need not necessarily sacrifice their basic values
4. consider the conflicts of values involved in the reconciliation of personal desire to the necessity of serving a large cause
5. discuss whether war can possibly create values or merely serves to prevent the destruction of values which already exist
6. examine the possible relationship between the emotional bases of war and the influence of strong emotion on the lives of individuals
7. continue to develop his understanding of the complex causes of war
8. examine how the exigencies of war affect the traditional democratic idea that ends do not justify means
9. evaluate the attributes of the "hero" created by war and the reasons for the glorification of war heroes

B. Literary selections

Major selections

Stephen Crane, The Red Badge of Courage (A Lane)

John Hershey, Hiroshima (A and B lanes)

Ernie Pyle, Brave Men (A lane)

Erich Maria von Remarque, All Quiet On The Western Front (B Lane)

Eddie Rickenbacker, Seven Came Through (B Lane)

Supplementary selections

Short Stories

Burrell-Cerf, Bedside Book of Famous American Short Stories

Poe	"The Pit and the Pendulum"	p. 113
Bierce	"An Occurrence at Owl Creek Bridge"	p. 337
Garland	"The Return of a Private"	p. 451

Law, Modern Short Stories

Davis	"On the Fever Ship"	p. 53
Aumonier	"A Source of Irritation"	p. 69
London	"War"	p. 141

Poetry

Cooper, Poems of Today

Lowell	"Patterns"	p. 105
Setts	"The Spires of Oxford"	p. 199
Brooke	"The Soldier"	p. 200
McCrae	"In Flanders Fields"	p. 200
Seeger	"I Have a Rendezvous with Death"	p. 303

Hohn, Stories in Verse

Burr	"Evening Prayer"	p. 89
McBurney	"The Croppy Boy"	p. 197
Coffin	"The Means Massacre"	p. 215
Longfellow	"Paul Revere's Ride"	p. 219
Anon.	"Nathan Hale"	p. 226
Benet	"Off to the War"	p. 252
Woolson	"Kentucky Belle"	p. 256
Guiterman	"Pershing At the Front"	p. 277
Markham	"The Christ of the Andes"	p. 279
Sassoon	"Counter-Attack"	p. 364
Southey	"The Battle of Blenheim"	p. 366
Nathan	"Dunkirk"	p. 368

Rittenhouse, Little Book of Modern Verse

Woodberry	"At Gibraltar"	p. 11
O'Sheel	"They Went Forth To Battle But They Always Fell"	p. 112
Hovey	"Comrades"	p. 159

Rittenhouse, Second Book of Modern Verse

Lowell	"Patterns"	p. 105
Hagedorn	"Prayer During Battle"	p. 158
Kilmer	"Prayer of a Soldier in France"	p. 159
Schauffler	"The White Comrade"	p. 159
Davies	"Smith, of the Third Oregon, Dies"	p. 162
O'Brien	"Song"	p. 163
Seeger	"I Have a Rendezvous with Death"	p. 164
Kilmer	"Rouge Bouquet"	p. 165
Conkling	"Francis Ledwidge"	p. 167
Speyer	"April on the Battlefields"	p. 168
Bynner	"The Fields"	p. 170
Morgan	"In Spite of War"	p. 170
Wood	"Wide Haven"	p. 171
Bynner	"To Anyone"	p. 172
Lee	"Peace"	p. 172

Untermeyer, This Singing World

Tennyson	"The Charge of the Light Brigade"	p. 200
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Essays

Leonard and Pooley, Introducing Essays

Hendrich	"Why Not?"	p. 151
Nevinson	"Lest We Forget"	p. 160

Lester, Essays of Yesterday and Today

Mumford	"All Hands Save Ship!"	p. 369
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One-Act Plays

Cohen, One-Act Plays

Brighthouse	"Maid of France"	p. 142
MacKaye	"Gettysburg"	p. 557

Goldstone, One-Act Plays

Drinkwater	"The God of Quiet"	p. 291
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C. Composition and discussion topics

1. What ought the world of tomorrow be like?
2. What will the world of tomorrow be like?
3. The chief cause (or causes) of war
4. One argument against war
5. What about war films?
6. Should the U.S. take the lead in world disarmament?
7. Do scientific advances cause war?
8. Should there be the same freedom of speech in time of war as in time of peace?
9. Start UMT now?
10. Is the atomic bomb a threat to human freedom?
11. The atom bomb as a force for world peace
12. United Nations as a force for world betterment
13. The friendship of Canada, United States, and Mexico
14. Do too many military men hold government offices?
15. One of my father's war time experiences
16. Changing attitudes towards war

THE COMPOSITION PROGRAM

including objectives, explanations, and
working materials for pupils and teachers

INTRODUCTION

Basis of the Plan for Composition

The plan for composition is based on these beliefs:

1. that the teaching of composition in the tenth grade should give major emphasis to the writing of well-organized paragraphs, some attention to the development of longer compositions, and an introduction to certain concepts in critical thinking
2. that pupils will do their best writing on subjects in which they are directly interested and with which they have had some experience
3. that wherever feasible, motivation of subject matter should be related to thematic units in literature
4. that development of vocabulary, spelling, usage, sentence structure, and punctuation should be a major purpose in composition
5. that the development of reading ability is essential to the development of skills for writing
6. that the teaching and evaluation of composition are important means of developing pupils' ability to think critically

General Objectives

To help the pupil continue

1. to explore the meaning and processes of clear thinking
2. to develop in his ability to express himself clearly, correctly, and creatively in writing
3. to develop his idea of the role of English in both his academic and personal life as a tool for communication which can be clear or vague, valid or invalid, fair or unjust, wise or ignorant, creative or destructive, appropriate or vulgar
4. to learn to find and organize significant and appropriate material for written presentation

Specific Objectives

To help the pupil continue

1. to see that purpose determines form, content, and manner of treatment

2. to think critically about the nature and treatment of content in composition
3. to draw valid inferences and conclusions from materials used in composition
4. to use complete, coherent sentences
5. to write coherent paragraphs
6. to organize and write effective compositions of from three to five hundred words
7. to follow accepted conventions in grammar and usage
8. to punctuate effectively
9. to improve vocabulary
10. to spell correctly
11. to understand and practice the discipline of neatness and form in the preparation of written materials

Enabling Objectives

(Only specific objective 5 has been expanded into a group of enabling objectives for two reasons: other possible enabling objectives, which apply to all writing, are generally well known; paragraph writing is the major emphasis of the sophomore year.)

The pupil should

1. study and learn outlining as the method of planning paragraphs
2. study and learn to write effective topic and concluding sentences
3. learn to keep the paragraph unified around a single main idea
4. study the organization of various types of paragraphs to see what effect purpose has on the determination of organizational pattern
5. study and learn to write chronologically organized paragraphs
6. study and learn to write spatially organized paragraphs
7. study and learn to write expository paragraphs

8. study and learn to use effective transitional devices between sentences
9. have some practice in applying the principles of paragraph writing to the writing of longer compositions through expanding paragraphs into longer compositions
10. improve writing through revision of paragraphs and compositions

The use of Blumenthal, Tressler, and Wolfe and Geyer in this plan

Sections in Blumenthal which should be used in conjunction with this plan for composition are Chapter 3, "How to Write A Paragraph," pp. 34-53, and "What Makes A Good Theme?", Chapter 12, pp. 192-194.

Composition material in Tressler appears in Chapter 3, which includes a section on "Building Paragraphs," pp. 42-45, one on "Using Comparison and Contrast," p. 47, and one on "Using Cause and Effect," p. 48. The chapter "Observing and Describing," pp. 242-255, may also be fitted into this plan.

Wolfe and Geyer contains no sections dealing exclusively with paragraph and composition planning. Most of the experience units, which are contained in the first third of the book, include material on outlining, using the topic sentence, and writing the paper. The composition work in these experience units will probably be more successful if preceded by the paragraph and composition material in this workbook.

Topics for composition

The literature for the tenth grade is organized under five themes, all relating to the general theme of "Challenge and Response." The real interest which it is hoped students will find in the literature should provide the basis for significant and stimulating composition topics. A list of suggested topics appears in this workbook after the supplementary reading list for each theme. Obviously, these topics are not exhaustive, but they may suggest other topics conceived by teachers or students. Additional topics, some of which are based on specific reading selections, are included in the sample units.

Syllabus for pupil use

Sections in this workbook are intended for pupil use. Each teacher should provide himself with one class set of these materials. They include the following items: topic sentences, patterns of organization, sample paragraphs showing the various purposes and patterns of organization, sample introductory paragraphs to motivate compositions, sample compositions, and spelling lists. In addition a paragraph check sheet has been included

which can serve the pupil as a guide in evaluating his own efforts. It is advisable for the pupil to begin by using the check sheet for only a few objectives. Further objectives can be added as the need for them arises.

Composition program outline and suggested teaching sequence

The following outline of the tenth grade composition program also represents the suggested teaching sequence. Page numbers following the main topics refer to sections of this workbook in which explanations and examples of the topics may be found.

The number of compositions to be written will be somewhat different for A and B lanes. During the year, B lanes should write from fifteen to twenty paragraph compositions and approximately five long compositions (one chronological, one descriptive, and three expository) exclusive of essay exam answers. A lanes should write a greater total number of compositions, including more long ones.

I. Paragraph composition

A. The pupil should study

1. Topic sentences (cf. pp. 42-46)
 - a. Definition
 - b. Formation
 - c. Position
2. Types of paragraph organization (cf. pp. 46-61)
 - a. Definition of types
 - b. Formation of types
 - c. Uses of types
3. Conclusion or clincher sentence
 - a. Definition
 - b. Formation
 - c. Position

B. The pupil should write

1. A paragraph outline (two or three sentences)
 - a. Topic sentence
 - b. Body
 - c. "Clincher" (stated or implied)
2. Paragraph (six to ten sentences)

II. . Longer composition

A. The pupil should study

1. The introductory paragraph (cf. p. 14)
 - a. As topic paragraph
 - b. As simple introduction
2. Types of composition organization (cf. pp. 65-79)
 - a. As controlled by purpose of paper
 - b. As controlled by available material
3. Methods of transition within the paragraph and between paragraphs.
4. Conclusion or clincher paragraph
 - a. As restatement of topic
 - b. As summary of argument
 - c. As surprise ending

B. The pupil should write

1. Outline of paper
 - a. Topic or introductory paragraph
 - b. Body of paper
 - c. Conclusion
2. Paper (300-500 words)

Patterns of paragraph organization

It should not be construed from the following outline that writing often follows a single simple pattern of organization. Because purposes of writing are often complex, overlapping and combination of patterns will occur. For example, a chronological and spatial pattern may be used together, and the purposes of exposition may sometimes be fulfilled in either a chronological or a spatial framework. One of the most frequent combinations is that of division and elaboration. Overlapping and combinations will occur frequently in student compositions which go beyond the purposes of mere narration or description; nevertheless, the study of simple patterns is the most practical way to start learning organization.

I. Purpose: Narration

Pattern: Chronological

II. Purpose: Description

Pattern: Spatial

III. Purpose: Exposition

Specific purposes of exposition:

1. to explain facts
2. to explain causes and effects
3. to define
4. to give an opinion
5. to persuade

Pattern: Analytical (analysis by division and elaboration)

Types of division and elaboration:

1. Division into structural units of the topic
2. Elaboration by examples and illustrations
3. Elaboration by comparisons and contrasts

Explanation of topic sentences; sample paragraphs

The topic sentence is the controlling element in the paragraph, for it contains the central idea around which the paragraph maintains its unity of purpose. Usually the central idea is stated at or near the beginning or at the end of the paragraph. If it appears at the beginning, the total reasoning pattern of the paragraph is deductive; if the paragraph begins with details which lead finally to the central idea, the reasoning pattern is inductive. Sometimes the central idea is strengthened by the use of a "clincher," another statement of the same idea at the end of the paragraph.

It is quite possible, however, to build an effective, well-unified paragraph without a topic sentence. The paragraph is nonetheless closely governed by an implied central idea or impression which the reader may readily perceive. Many of the best modern writers prefer to let the reader mentally supply his own topic sentences. The beginning writer, however, may find the topic sentence useful as a means of preserving unity.

I. Topic sentence first (deductive)

But there were difficulties which caused many radiologists to veer away from radium in favor of X-rays. Besides cancer-killing gamma rays, radium emits harsh beta rays which must be filtered out by needles of dense metal like gold or platinum. Radium can be damaging to bone. Then there was always the danger that radium or its radioactive gas, radon, escaping from a broken or leaking needle, might harm the patient.

Miller, Lois Mattox and Monahan, James. "Cobalt 60 -- 'Poor Man's Radium.'" Reader's Digest. October, 1952, p. 20.

Kitty also has her share of small-child obstinacy. She enjoys seeing you flustered, fussed, red in the face and losing your temper. Sometimes, as she hangs around watching, you get the feeling that it is all she can do to keep from busting out laughing. And she's got the darndest knack for putting the entire responsibility for everything on you.

Gallico, Paul. "My Boss the Cat."
Reader's Digest. October, 1952, p. 31.

Alcoholics Anonymous is by far the best-publicized and most recommended means of alcoholic therapy. Its theory is that once the alcoholic with a sincere desire to reform has conceded himself to be powerless against liquor, he will inevitably believe that a Power greater than himself can restore him to sanity. Essentially, AA is merely the old Salvation Army treatment. After 11 steps, including exhortation,

repentance, public confession and evangelism, the AA tells him in the 12th step that he has had "a religious experience."

Klingman, Lawrence. "Some Myths About Drink--and Some Truths."
Reader's Digest. October, 1952, p. 57.

II. Topic sentence last (inductive)

In the next morning's light we saw that each trailer had its own lawn, freshly mowed and enclosed with a tiny white picket fence; pansies beamed in the gardens, roses climbed over trellises. Under big umbrellas, or gay awnings stretched from trailer tops, were beach chairs and tables. Ice cards stood in the windows, the milkman was making his deliveries, and a woman in a pink sunbonnet was weeding a pint-sized vegetable garden. The camp seemed a normal, peaceful community, undisturbed by the roar of trolley cars and factories all around it.

Browning, Norma. "We Like Our Trailer Neighbors."
Reader's Digest. October, 1941, p. 25.

CAB sleuths have climbed to wrecked planes on snow-covered mountains in Alaska, dived for them in the Caribbean and Atlantic, hacked their way to them through South American jungles--wherever U.S. commercial and private planes get into serious trouble. Using chemical analysis, X-ray examination and other precise examination methods, they search for clues in broken propeller blades, smoke smudges, gasoline stains, metallic ash. When structural failure is found, manufacturers take all craft of that model out of the air until the hazard is removed. Sometimes new directives are needed. In the case of the third Elizabeth crash, the CAB prepared a regulation requiring all transport aircraft with reversible propellers to install an automatic signal system; if a propeller reverses, a red flash on the instrument panel tells the pilot which one it is. Thus from practically every accident has been forged some measure of increased safety.

Clark, Blake. "Supersleuths of the Skyways."
Reader's Digest. October, 1952, p. 36

A roaring lion realistically leaped from the screen and landed in the delighted moviegoer's lap. Spears and guns threatened his head, spiders walked on his face, beautiful girls reached out alluringly. Thus three-dimension, "the four-eyed revolution," hit the land hard. And Hollywood, quite by accident, as it walked around in a daze of depression, stumbled on a telling reply to television.

Time. "Third-Dementia Takes Over in Hollywood."
Reader's Digest. September, 1953, p. 49.

III. Topic sentence first and last

But who were those who swept down through the Gallina country around the year 1250, and burned these stone towers one by one? If any of the bodies of the attackers lie among the bodies of their victims, we have not yet identified them. The only definite clue that we have as to who killed the Gallina people lies in the arrows embedded in their bodies. Both the Navahos and the Apaches habitually used broad, barbed arrowheads on heavy shafts. The arrows in the Gallina bodies were compound arrows, made with a shaft of reed and wood and a small, triangular, flint point. They are three-feathered, and painted with identification marks on the butt end, so that you could add up the score when the fight was over. These compound arrows are exactly the type used by the Pueblo Indians.

Hibbon, Frank. "The Mystery of the Stone Towers."
Reader's Digest. March, 1945, p. 88.

But through their painstaking detective work the tireless CAB investigators have made the air far safer than it was. In 1938 we had 4.5 passenger fatalities for each 100 million miles flown by scheduled domestic airlines. By 1951 this figure was down to 1.3, although the passenger-miles flown had increased 2127 percent. For years U.S. domestic and international air carriers have had the best safety record in the world. And in no case where CAB sleuths have found a mechanical cause of a fatal crash has another like it ever occurred.

Clark, Blake. "Supersleuths of the Skyways."
Reader's Digest. October, 1952, p. 39.

Then there is the growing importance of buyers who are replacing worn-out or obsolete goods with new. Today more than half the demand for automobiles and refrigerators is replacement demand. Manufacturers find that their stiffest competition is from their own output of ten or 15 years ago. If the present product is sufficiently superior to the models of a few years ago and if the present models are attractive, replacement demand will continue large.

Slichter, Sumner. "Productivity: Still Going Up."
Reader's Digest. October, 1952, p. 49.

IV. Topic sentence implied

The heart of the royal city, where the King lived, was so placed that it could be approached from the outside through heavily guarded gates. Completely surrounding the King's palace were formal terraced

gardens with orange and pomegranate trees growing in costly Chinese pots. The leaves of ilex and oleander cast pointed shadows on the marble pavements. Porcelain jars were planted with water lilies in every form and color, purple and gold, and pale pink, and white. There was the perpetual splashing of fountains. Stone basins caught the overflow and in the basins gold and silver fish glittered like gems.

Landon, Margaret. Anna and the King of Siam.
Reader's Digest. November, 1944, p. 118.

One moment she may be sewing buttons on a shirt for some six-footer, the next wrapping a picture for some GI to mail. She may be digging out a splinter; writing a letter to a worried mother saying that she has seen Grant and that he looks like a million dollars; admiring the picture of a newly arrived son; finding a Coca-Cola she has hidden for Johnny because he's had bad news from home; settling an argument at a checker-board; rumpling a head as she darts to the phone.

Harper's Bazaar. "Sister to a Regiment in the Pacific."
Reader's Digest. October, 1943, p. 90.

The first time a worker is late -- even ten minutes late -- he is privately reprimanded. The second time, he is publicly reprimanded. The third time, he is tried by a people's court. He is seldom acquitted. The penalty is three to four months of "redeeming labor" at his regular job, with from 15 to 25 per cent of his salary deducted as a fine.

Hindus, Maurice. "The Price that Russia is Paying."
Reader's Digest. April, 1943, p. 48.

Above them, on a tall mast, flies Old Glory; and over them are planted row upon row of little crosses that crowd a far perspective. Name, rank, number. But sometimes there is no name or number, only that empty word: Unidentified. Scarcely a sound is heard beyond the slapping of the halyard on the flagpole, the rumble of the sea which forever separates these men from everything they loved.

Drake, Francis. "Close-ups of War in the Pacific."
Reader's Digest. June, 1945, p. 60.

In the spring, melting snow makes temporary lakes, easily confused with real lakes on the map. In summer, great fires smolder in the muskeg, and smoke from them is thick enough to "sock in" Fort Nelson, Fort St. John,

and Watson Lake for three days running. In winter, snow blots out lakes and rivers used by pilots as check points. If there's wind, blowing snow obscures the runway; you're blind during the last 30 feet of letdown. If it's calm, the snow blanket ruins depth perception, and evergreen boughs must be set out along runways to give the eye judgment..

Price, Wesley. "Ice in the Moscow Pipe Line."
Reader's Digest. April, 1945, p. 42.

You may have your private railroad train switched right into the basement of the Waldorf Astoria in New York. In your room you need never struggle with a refractory window; they open automatically. If you're an amateur photographer, you can develop your negatives in the hotel's darkroom. If you want to know what's what about the current shows, you may consult a scrapbook of all the critics' reviews. And on every birthday, whether still at the hotel or not, your children will receive gifts from the management until they outgrow the enjoyment of toys.

Reader's Digest. "Hotel Hospitality." June, 1942, p. 12.

Explanations of patterns of organization; transitional expressions;
sample paragraphs

I. Chronological pattern

A. Explanation of pattern

Chronological development is the simplest and probably the most popular pattern. In its least complex form it is an arrangement of events in the order in which they occurred, though the writer may vary this order by beginning at the climax of the events or at another point of interest before turning back to the beginning. The topic sentence, which is the clue to or statement of the central idea and purpose of the paragraph, may be only implied, or may be placed anywhere in the paragraph, although it is usually near the beginning or at the end. As the basic pattern of the narrative, chronological development is the favorite form for biographies and autobiographies, short stories, reports of events, descriptions of processes, and papers giving directions.

B. Transitional expressions commonly used in narration

Since narration usually follows a sequence of events in time, the writer of narration tries to keep his reader oriented in time. Time suggests the question "When?" The question "When?" suggests the adverb. Consequently, adverbs and adverbial phrases and clauses are common in narration.

adverbs

first	meanwhile	simultaneously
later	then	whereupon
soon	finally	thereupon
next	subsequently	just then
afterward	shortly	thereafter

prepositional phrases

before long
after that
on the same day
in the meantime
at last
after a while

subordinate conjunctions

when we got there
while we were waiting
before the show started
after the bell rang
as we stepped down
as soon as it began

C. Sample paragraphs

Purpose: Narration

Pattern: Chronological

Shrimp, sometimes called prawns, are crustaceans, as are lobsters. Their life history, long a mystery, has at last been puzzled out. The female lets loose up to 800,000 eggs, which drift in the water, off-shore. They hatch little creatures 1/100th inch long. When they have grown to be only a quarter of an inch long, they make their way for miles from the open sea into shallow bayous. When they have attained their final form, but only about half their ultimate size, they start back for the deeper and saltier water.

Martin, Lealon. "Where All Those Big Shrimp Come From."
Reader's Digest. January, 1945, p. 52.

While the witch doctors listened, Monsieur Rocque took a syringe from his packing case and explained how this contained the magic charm which destroyed the serpents causing the sickness of the long sleep. He thrust it into his flesh several times to show that it did no harm. The chiefs and the witch doctors were fascinated. Soon all the men with sleeping sickness gathered before him. He gave them injections and soon those who had not entered the last stages showed enormous improvement. Word spread through the jungle. It was no longer necessary for Monsieur Rocque to search out the pygmies; it was the pygmies who came to find him. Sleeping sickness in the area was being conquered.

Burman, Ben. "The Most Unforgettable Character I've Met."
Reader's Digest. November, 1942, p. 73.

Next morning, five days after the men disappeared, Nurnberg and the ground crew met on the beach to recover the bodies and discovered they had been pierced by Auca spears. The fifth, which was found by Indian fishermen, disappeared into the river before it could be removed. A heavy tropical rain fell as the burial service began, closing down flying operations and forcing the men to spend a harrowing night in the heart of Auca territory, facing the danger of another attack. Next morning, after firing into the air to discourage attack, Nurnberg and his sad party crept warily through the jungle before the Aucas could add them to their kill.

II. Spatial pattern

A. Explanation of pattern

Spatial development is the method most commonly used in description. Such development moves from area to area in some logical order--for example, by topography, by the order in which objects in a scene are observed, by the author's desire to gain a certain effect, or by a progression in the description more or less inherent or logical in the object described (top to bottom, near to distant, left to right, outside to inside, obvious to hidden, etc.). Frequently description is also given a narrative framework, so that a story is moving along even while the main purpose at the moment is to orient the reader to the spaces and objects in the story.

B. Transitional expressions commonly used in description

To organize things in space, the writer often tells where one thing is in relation to another; hence adverbs telling where and prepositional phrases showing spatial relations are useful instruments in descriptive writing.

prepositional phrases

inside the arena
above the heads of the crowd
on the left of the grandstand
underneath the flag
toward the center of the field

adverbs

nearby
 straight ahead
 underneath
 ten feet beyond

other means

surrounding them
 turning the corner
 situated above
 standing in a row
 facing west

C. Sample paragraphs

Purpose: Description

Pattern: Spatial

Miami and its vicinity is the one part of the U.S. that touches the tropics. Around three sides flows the Gulf Stream, its temperature almost always above 70 degrees. In these waters live 600 varieties of fish. On the shores a gardener can cultivate the exotic plants of Ceylon, Java, Tahiti, or the Amazon. Birds sing all night. Bays,

lagoons, rivers, canals, and lakes reflect the azure sky, the shimmering stars.

Wylie, Philip. "Paradise Regained."
Reader's Digest. March, 1942, p. 65.

As the purpose of the parachute jump was to provide data for the Army Air Corps, Starnes was burdened with 85 pounds of equipment. He wore a chute on his back, another on his chest. His coverall suit was electrically heated, with batteries in the hip pocket. There were headphones in his chamois helmet. His oxygen bottle was in a pocket on his right foreleg. A tiny radio transmitter strapped around his waist broadcast his heartbeats. On his chest, protected by an aluminum plate, were a cardiograph to register heart action, a pneumograph to record breathing, and a barograph to record air-pressure changes. An automatic motion-picture camera was strapped to his right hip, pointed downward.

Associated Press. "Three Miles a Minute - Down."
Reader's Digest. January, 1942, p. 81.

The heart of the royal city, where the King lived, was so placed that it could be approached from the outside through heavily guarded gates. Completely surrounding the King's palace were formal terraced gardens with orange and pomegranate trees growing in costly Chinese pots. The leaves of ilex and oleander cast pointed shadows on the marble pavements. Porcelain jars were planted with water lilies in every form and color, purple and gold, and pale pink, and white. There was the perpetual splashing of fountains. Stone basins caught the overflow and in the basins gold and silver fish glittered like gem.

Landon, Margaret. Anna and The King of Siam.
Reader's Digest. November, 1944, p. 118.

Purpose: To persuade

Pattern: Spatial

Above them, on a tall mast, flies Old Glory; and over them are planted row upon row of little crosses that crowd a far perspective. Name, rank, number. But sometimes there is no name or number, only that empty word: Unidentified. Scarcely a sound is heard beyond the slapping of the halyard on the flagpole, the rumble of the sea which forever separates these men from everything they loved.

Drake, Francis. "Close-ups of War in the Pacific."
Reader's Digest. June, 1945, p. 60.

III. Analytical pattern (analysis by division and elaboration)

A. Explanation of pattern

The analytical pattern of development is most commonly used in exposition. It is an arrangement according to a logical rather than a chronological or spatial scheme. In exposition, ideas are either divided or expanded.

When a writer uses the method of division, he states the structural units in the topic and considers them one at a time, concluding each one before proceeding to the next. At the end of the paragraph he may restate the topic or draw conclusions. When a writer expands an idea, he develops the topic idea by elaborating upon it with examples and illustrations or by drawing a comparison or contrast.

Frequently, a writer will combine the methods of division and elaboration, particularly where examples or illustrations are necessary within each division. As one can see, such paragraphs can become quite involved and difficult to understand. This is particularly true when the writer is trying to explain causes and effects.

This familiar nursery rhyme is a simple example of the way a chain of reasoning can become involved:

For want of a nail, the shoe was lost.
For want of the shoe, the horse was lost.
For want of the horse, the rider was lost.
For want of the rider, the battle was lost.
All for the want of a horse-shoe nail.

Because such explanation of cause and effect can be such a problem, the writer must always do his best to keep clear the particular way in which ideas relate to one another. For this purpose, the writer has available a number of useful transitional expressions which will help.

B. Transitional expressions commonly used in exposition

1. In introducing structural divisions of the topic (division)

The structural nature of some ideas demands a separation into specific units. Division of an idea into subordinate elements provides one of the clearest and most convenient patterns of paragraph organization. Such a paragraph is introduced by a general statement (topic sentence) which suggests or specifies the manner of division. Examples:

Our recreation program serves three important purposes in this community. (division specified)

My greatest ambition is to become an architect. (division suggested: reasons for this ambition)

In developing a paragraph by division, the writer has simply to introduce the subordinate units with a topic sentence and then provide some form of transition to introduce each unit. This pattern is similar to a listing procedure and hence requires linking expressions that name or suggest the order of the units.

first	finally	an even more important	besides
second	one of the	the most important	furthermore
third	another	also	moreover
last	still another	in addition to	primarily

2. In giving examples and illustrations (elaboration)

Examples and illustrations suggest lists of things. A reader can easily become confused unless the separate parts in lists are clearly shown. Lead words and phrases not only introduce and separate ideas which might be confused, but also can enumerate items. Occasionally, a writer also needs a way of introducing a definition.

lead words and phrases
to separate items of
a list

words and phrases to
introduce simple lists
and definitions

first, second, etc.
another
the first step (stage, phase)
for one thing, for another,
still another, last
in the first place
in addition
first, next, last
finally
for example
for instance
also

among these
such as
namely
notably
namely
for example
to name a few
briefly
primarily
basically
fundamentally
roughly speaking
simply

3. In making comparisons and contrasts (elaboration)

Comparing and contrasting things is a little like using a scale balance in chemistry. One thing is measured off against another. Certain words are used to introduce similarities; others, to introduce exceptions to similarities. Yet another set of words is used in developing contrasts, which emphasize the differences between things.

The pattern of organization in building a comparison or contrast may develop in two different ways. The writer may devote the first half of the paragraph to one thing and then with a transitional expression move to a thing which completes the comparison or contrast. The other way is to keep the comparison or contrast going throughout the paragraph with a series of similarities or differences among things. To avoid repetition or abruptness in the movement back and forth, the writer needs to point up the comparison or contrast skillfully with conjunctions and other expressions.

The paragraph showing comparison or contrast usually begins with a topic sentence. In writing such a paragraph, one must be certain that he adheres to the actual topic, that he is not led astray by something new which he introduces only for the purpose of making the comparison or contrast. Occasionally the author may wish to center his interest in the paragraph on the contrast or comparison, not simply on one or the other of the things being compared or contrasted. He points out the difference between two things because of the importance of the difference, not because of the importance of the things.

similarities

similarly
in the same way
accordingly
like
just as
equally

exceptions

but	despite
however	in spite of
yet	even though
nevertheless	conversely
still	actually
unlike	on the other hand
although	at the other extreme
whereas	

balancing pairs

then ... now
years ago ... today
there ... here
some ... others
the one ... the other
this ... that
neither ... nor

Adverbs, adverbial phrases and clauses, and conjunctions are frequently used in showing such relationships as cause and effect.

<u>adverbs</u>			<u>prepositional phrases</u>
also	fundamentally	second	in fact
moreover	logically	however	in addition
furthermore	therefore	so	above all
equally	besides	naturally	for this reason
primarily	consequently	then	as a result
basically	subsequently	next	in the first place
finally	first		

<u>subordinate conjunctions</u>	<u>co-ordinate conjunctions</u>
<u>because</u> the day was warm	and nor
<u>if</u> that event had happened	or but
<u>after</u> the rain began	for yet
<u>since</u> this is true	
<u>so</u> that he could get a view	

C. Sample paragraphs

1. Division into structural units of the topic

Purpose: To explain facts

Pattern: Division and elaboration
by comparison and contrast

The small car nevertheless has certain advantages over its big brothers. The consumer's first consideration in buying a Hillman or Metropolitan is usually economy. The purchase price of the light car is comparatively low, and the monthly cost for gasoline and maintenance is little more than half of that for a big car driven a comparable number of miles. The maneuverability of the small car can also be a distinct advantage on the crowded streets of our cities. Recently, after trying repeatedly and vainly to work my Oldsmobile into a tight parking spot, I was chagrined on pulling away to see an Austin slip neatly into the spot on first try. Another advantage of the small car is the very fact that it occupies so little space in the garage. The Cadillac completely monopolizes the garage, whereas the Volkswagon sits unobtrusively at one end, leaving ample space for cabinets, workbenches, and appliances.

Purpose: To explain causes and effects

Pattern: Division

Paly in general has benefited in several important ways from its present system of girls' social clubs. A truly democratic method of selecting members has been devised, and hence no girl who is interested in belonging to a club need feel left out.

Social activities, which have always been a major attraction, continue to provide opportunities for recreation and for the development of poise. Perhaps the greatest benefits have come from the constantly increasing number of service activities which the clubs are undertaking.

Purpose: To explain causes and effects Pattern: Division

Industrial research will probably continue to grow rapidly for some time to come. One reason is that the military demand will be large and compelling. Another is that each concern that engages in industrial research compels its competitors to engage in it also. Still another reason is the enormous stake business now has in increasing replacement demand. With about 140 million passenger automobiles in service, for example, the automobile industry can afford to spend large amounts to make these cars obsolete.

Slichter, Sumner H. "Productivity: Still Going Up."
Reader's Digest. October, 1952, p. 50.

Purpose: To persuade Pattern: Division

The continued prevention of war may be accomplished in three ways. We must preserve the Strategic Air Command, our main deterrent to any aggressor. Through research we should improve the quality rather than increase the numbers of our defensive force. And we should establish a powerful authority to co-ordinate our entire missile development program.

Purpose: To persuade Pattern: Division and
elaboration by example and
illustration

Three things must be done before student government in Paly can be more than a farce. First, students must be given more responsibility. For example, do we really have student government when the faculty must approve every bill passed by the Legislative Council? Second, students must assume more responsibility. Most of the significance of student government is lost when large numbers of students flagrantly violate a bill like the smoking bill. Third, some kind of law enforcement body must be organized. It is ridiculous to have one group to pass bills, another to judge when they have been disobeyed, but none to see that penalties for infractions are carried out.

2. Elaboration by examples and illustrations

Purpose: To explain facts

Pattern: Elaboration by examples
and illustrations

The more harmless a creature, the more defenseless he is; therefore in a crisis he is likely to imitate one that is highly dangerous. Innocuous snakes will vibrate their tails like rattlers. The innocent puff adder inflates himself fearsomely until almost twice his natural size, and blows in a terrifying manner. The opossum feigns death convincingly -- his eyes even roll back and his mouth falls open.

Rutledge, Archibald. "Dilemmas of the Wild."
Reader's Digest. February, 1943, p. 115,

Goods are great travelers over the earth's surface. From our own boundaries, grains and other foods flow to feed foreign mouths, motion pictures to amuse hundreds of millions, cotton to clothe them, tobacco to solace them, oil to keep machines moving. Other streams of goods cross these outgoing ones: sugar, cocoa, coffee, bananas, spices, and a hundred other foreign-grown foods; rubber from the East Indies; tin from there, too, and from Bolivia; from all the seven seas, raw materials to keep our myriad industries whirring.

Scherman, Harry. "The Last Best Hope of Earth."
Reader's Digest. December, 1941, p. 108.

Today scientists often tackle practical problems after the day's work is done, as you would a crossword puzzle or brain twister. It's their form of relaxation; but it pays dividends. They have discovered sources of natural rubber in Florida, and have produced from Florida seaweed better agar than used to come from Japan. They have developed also a process for impregnating toilet soap with Vitamin D which can be absorbed by the skin, and another that converts waste brewer's yeast into a cheap, nutritious chicken feed. Recently they developed a way to seal the flavor in coffee beans before roasting, which produces a more delicious brew from 25 percent less coffee.

Miller, Lois. "Exploring the Life Cell's Secret."
Reader's Digest. January, 1943, p. 78.

Purpose: To explain causes
and effects

Pattern: Elaboration by examples
and illustration

Never before has there been such a terrific clamor for silver. In some war uses, nothing else will do. Silver is indispensable for brazing joints which must be proof against vibration, corrosion, and gas leaks -- as in submarines, airplanes, tanks, torpedoes, and bombs. Again, nothing but silver will do in airplane engine bearings because it permits pressures -- that is, speeds -- impossible with tin-bronze bearings. There are pounds, not ounces, of silver in the recoil mechanism of every field piece and anti-aircraft gun.

Porter, Sylvia. "Twelve Men Against the Nation."
Reader's Digest. November, 1942, p. 1.

What happens if the engines should suddenly stop in mid-air? The helicopter goes automatically into the normal gliding position and the clutch disengages the engine from the rotor blades. These continue to spin by the air pressure. All the other controls remain normal, and the spinning blades enable the craft to descend safely from any altitude. The pilot sees a small meadow and the helicopter angles down. It lands with a slight forward speed, and may coast ten or twelve feet.

Sikorsky, Igor. "The Helicopters Are Coming."
Reader's Digest. October, 1942, p. 128.

Since international trade, except with countries dominated by Germany, was practically at a standstill during World War II, Sweden was deprived of many products. The Swedes turned to their forests for relief. Wood heated the cities -- well enough, too. Producer gas units, which burn charcoal or even raw wood, were built into motor vehicles. Producer gas costs less than petroleum gasoline, and many vehicles, especially farm vehicles, did not return to gasoline after the war was over.

Johnson, Albin. "Nothing Scares the Swedes."
Reader's Digest. April, 1943, p. 101.

The Chief took his bearings. All very well for the Junior Meteorologist to predict rain -- he was not responsible. But the Chief knew what would happen if he went to the typewriter and tapped off RAIN on the forecast blank. That single word would be about as big a news story as could break in California. Thousands of

people would change their plans; hundreds of industries would make adjustments; money would be spent, wisely and foolishly. Then, if rain did not come, there would be a ridiculous anti-climax, with everybody blaming the weather man. If he wrote FAIR or even UNSETTLED, and the rain came, people would go on with their fair-weather plans and be caught wide open. His error might cost millions in property and more lives than he cared to think about. So today he doubly checked all the possibilities.

Stewart, George. Storm.
Reader's Digest. March, 1942, p. 127.

If so many of Stephen Foster's famous works pretend to be plaintive Negro ballads, it was not because his roots were in the South. He was never "way down upon the Suwannee River" anymore than Al Jolson ever had a mammy. Indeed, the very word Suwannee was a correction in the original manuscript, an afterthought which he got out of a gazetteer he consulted in the Pittsburgh bank where his brother was employed. No, it was because he plied a trade that had few outlets in his day, and the best of these was the minstrel show. Foster's lyric yearning for the deep South was a matter of dollars and cents and burnt cork. That is why old black Joe was black.

Wolcott, Alexander. "Dear Friends and Gentle Hearts."
Reader's Digest. January, 1943, p. 48.

Government reform in Chile proceeds under the handicap of an economic situation that is still tough, though it has recovered somewhat from the depths. Nitrate is king. Chile won possession of the nitrate fields in its northern desert when it beat Bolivia and Peru in the "War of the Pacific" that lasted from 1879 to 1884. I have heard some astute Chilenos say this victory was a tragedy for the country. Chile was, and is, the only producer of natural nitrates in the world. Its monopoly produced too much wealth too easily. Nitrates paid up to sixty-eight percent of the cost of government, relieving landowners of the necessity of imposing taxes on themselves. This led later to profligate spending and borrowing, so that the Chilean foreign debt is now the largest per capita in the world; debt has almost strangled the nation.

Gunther, John. "Chile: Guardian of Magellan's Straits."
Reader's Digest. February, 1942, p. 107.

Purpose: To define

Pattern: Elaboration by examples
and illustrations

Sympathy requires wit and intelligence and imagination; it can be acquired, as any skill is -- touch typing or playing the piano -- by the desire to master it, a definite plan of study and practice. Many of us get the wrong cue from the word itself. Through misuse, sympathy has taken a gloomy sickroom meaning and come to be synonymous with pity. Instead of sympathizing, we commiserate. The Spanish word simpatico has far more the connotation we need to follow. Simpatico suggests a quality that is congenial, winsome, pleasant.

Burgess, Gelatt. "Sympathy Is What You Make It."
Reader's Digest. May, 1942, p. 10.

Morale is the spirit that gets you when you're out on the regimental parade ground with the whole battalion. Every mother's son there wants to look as much the soldier as the Old Man does. Not another sound can be heard before or after the one-gun salute to the colors or when the band crosses the field to a stirring march in the Display of the Colors. And when your battery passes in review before the colonel, you're firmly convinced that there isn't another on the field that makes as good a showing as your battery.

Hargrove, Marion. "See Here, Private Hargrove."
Reader's Digest. October, 1942, p. 157

Psychoanalysis is a method of medical practice that is aimed at treating mental and nervous conditions. In order to treat these diseases the doctor tries to find out the inside cause. He does this by analyzing the patient's thoughts and feelings or emotions. This analysis is accomplished by study and questioning. The patient is unaware of these underlying causes, and in some cases it requires long and patient study to discover the difficulty.

Intuition is a knowledge or hint which comes to a person without any conscious reasoning or remembering. Many stories have been told about the accuracy of a woman's intuition; however, there is no scientific evidence to prove that women are more intuitive than men. Intuition is not a "sixth sense," as it is called by some people. Investigation usually shows that intuitions are based on previous experiences. These varied experiences with proper stimulation shape into a thought or judgment, and a person

"knows" something without being able to say where his knowledge came from. Intuitions are sometimes followed in detective work, card games, and military planning. Many important scientific discoveries have been made by following intuitions.

Purpose: To persuade

Pattern: Elaboration by example
and illustrations

The first time a worker is late -- even ten minutes late -- he is privately reprimanded. The second time, he is publicly reprimanded. The third time, he is tried by a people's court. He is seldom acquitted. The penalty is three to four months of "redeeming labor" at his regular job, with from 15 to 25 percent of his salary deducted as a fine.

Hindus, Maurice. "The Price that Russia is Paying."
Reader's Digest. April, 1943, p. 48.

Purpose: To persuade

Pattern: Elaboration by example
and illustrations

The German war crimes have been committed not by 1,000,000 SS men but by 15,000,000 German soldiers. Who are the soldiers who had their picture taken, cigarettes between their grinning lips, somewhere in Poland riding a car drawn by ten bearded old Jews? Who are the pilots who strafed refugee women and children on French roads in 1940? Who burned Lidice to ashes, killing the whole population? Who suffocated tens of thousands of Jews in sealed freight cars, and massacred tens of thousands in front of graves they had to dig for themselves? Who, indeed, if not the German people in arms?

Ludwig, Emil. "The Moral Conquest of Germany."
Reader's Digest. June, 1945, p. 118.

3. Elaboration by comparison and contrast

Purpose: To explain facts

Pattern: Elaboration by comparison
and contrast

The British financial system makes Great Britain much more a unit than our country is. The great banks of Great Britain have branches throughout the country. We have strong independent banks in all localities. London newspapers are widely read all over England. Few Americans outside Washington, D. C., regularly read a newspaper printed in our national capital. Even New York newspapers have mass circulation only in the metropolitan area.

All British radio stations are owned and operated by one public agency, the British Broadcasting Corporation. Ours are all privately owned and hundreds of them are operated under independent local ownership.

Johnston, Eric. "A Talk to Britons."
Reader's Digest. October, 1943, p. 2.

There are staggering contrasts in Peru. The 85-mile ride up the hill takes only two and one-half hours. But from Lima to Iquitos on the Amazon, roughly 650 miles, takes two weeks unless you fly. In Lima you may see the Torre Tagle Palace, a filigree-fine survival of purest 17th century Spanish architecture; at the Cerro de Pasco mines you find copper-extracting machinery as contemporary as an electric refrigerator. San Marcos University, founded in 1551, 85 years before Harvard, is the cloistered heart of South American intellectual refinement. Yet up the hill you see Indians whose blanched and isolated primitiveness, three days from New York by air, makes Darkest Africa urban by comparison.

Gunther, John. "Paradoxical Peru."
Reader's Digest. May, 1942, p. 107.

Purpose: To explain causes
and effects

Pattern: Elaboration by
comparison and contrast

The principle of the gas turbine is simple; it is essentially a windmill. When a stream of air blows against the blades of a windmill, the fan wheel turns and gives power to pump water or grind corn. Put the windmill wheel inside a steel cylinder and blow steam from a boiler against its blades, and you have the steam turbine, which drives the generators in most electric power plants and powers most of the world's fast ships. The gas turbine cuts out a big and expensive step; its wheel is spun by the direct blast of the burning fuel, thus doing away with the elaborate boiler apparatus.

Ratcliff, J.D. "Tornado in a Box."
Reader's Digest. November, 1943, p. 20.

Purpose: To give an opinion

Pattern: Elaboration by comparison
and contrast

The human race is a strange mixture of the divine and the diabolic, making both good and evil inevitable. Complete despair

is no more rational than blind optimism. There is not only cruelty and suffering. There is poetry and music and love and aspiration, rising triumphant over pain -- showing us how splendid man can be at his best, inspiring us to live up to what is noble and turn away from what is petty and mean.

Russell, Bertrand. "A Philosophy for You in These Times."
Reader's Digest. October, 1941, p. 6.

Purpose: To persuade

Pattern: Elaboration by comparison
and contrast

Justice and prejudice cannot really exist together. Justice requires that you act toward a new person or situation without any rigidly preconceived ideas about what the person or situation will be like. This attitude is called open-mindedness. Prejudice, on the other hand, brings with it a narrowmindedness created by preconceived ideas which are sometimes not based on any experience. When you do have actual experiences with someone or something, justice demands that the experience be judged fairly on the basis of all the facts available. Prejudice, however, causes people to be selective about facts and to permit their judgments to be warped by emotion. The same contrasts exist in your possible attitudes toward people. Justice demands that you react toward people according to your own experiences with them, whereas prejudice permits and even encourages you to react on the basis of hearsay or stereotypes, which means thinking of people as Negroes or Catholics or snobs, for example, and not as individuals.

Unlike most other foreigners who go to Argentina, the North American does not look upon the country as a new home. To him, once he has finished his business, it is a place to abandon for a better post elsewhere. As a rule he lives in a tight community within the American colony and mixes even less than the British with the people of the country. Usually he is too busy to learn Spanish; some Americans still don't know the language after ten years in Buenos Aires. The Germans, on the other hand, trained young men to speak Spanish and Portuguese and sent them to live among the peoples of South America, marry South American girls, learn South American politics and psychology. They put Spanish names and trademarks on their products, many of which were lower-priced imitations of U.S. goods. Our selling policy was all too often "take it or leave it." The Argentines frequently left it, and bought the inferior German products offered by a salesman who had "sold" himself before showing his samples.

White, John W. "Why Argentines Dislike Us."
Reader's Digest. December, 1942, p. 119.

PARAGRAPH CHECK SHEET

Hand this in with your finished paragraph. Make a check mark by each item to indicate that you have complied with the requirements. If you establish an orderly procedure for checking your papers, you will find yourself improving in grammar and in the ability to write well.

Teacher Student

- | | | |
|-------|-------|---|
| _____ | _____ | 1. My paragraph has a definite stated or implied purpose. |
| _____ | _____ | 2. My paragraph has a definite plan. |
| _____ | _____ | 3. I am handing in an outline with the paragraph. |
| _____ | _____ | 4. My paragraph has |
| _____ | _____ | a. a topic sentence stated, or |
| _____ | _____ | b. an implied central idea. |
| _____ | _____ | 5. My paragraph has an effective body or middle which proves, illustrates, or advances my major point. |
| _____ | _____ | 6. My paragraph has |
| _____ | _____ | a. a "clincher" sentence, |
| _____ | _____ | b. the topic sentence last, or |
| _____ | _____ | c. some other logical ending. |
| _____ | _____ | 7. My paragraph has |
| _____ | _____ | a. unity-- each point is important to the explanation or advancement of the major point; |
| _____ | _____ | b. transition-- each sentence is tied in with what has gone before and leads logically into what follows. |
| _____ | _____ | 8. I have checked each sentence for |
| _____ | _____ | a. capitals, |
| _____ | _____ | b. end punctuation marks, |
| _____ | _____ | c. complete subjects and predicates, |
| _____ | _____ | d. commas after beginning adverbial elements which are long or complicated, |
| _____ | _____ | e. commas before conjunctions in compound sentences, |
| _____ | _____ | f. commas in series, |
| _____ | _____ | g. proper use of tense, |

- _____
- _____
- _____
- _____
- _____
- h. agreement of subject and verb, and of pronouns and antecedents,
 - i. correct spelling of any words of which I am unsure,
 - j. proper pronoun reference.

- _____
- _____
9. I have read my paper to myself aloud to see that the sentences aren't monotonous, and to see that it says exactly what I want it to say.

INTRODUCTORY PARAGRAPHS

(A presentation of school experiences and conclusions about them)

(Purpose: To give opinion Pattern: Division and elaboration)

Drawing a contrast and announcing divisions of topic

Having barely survived four entire weeks at Paly High, I can definitely say that what I expected to find and what I have actually found are two distinctly different things. In fact, hardly a one of my ideas has remained unchanged. The biggest changes, though, have been about teachers, school work, school spirit, and the relations of students to each other. Here are my eye-opening experiences with each of these.

Schisgall, Oscar.

"He Stitched Himself a Dream"

(The success story of a penniless Polish DP who came to America and made a fortune with the Necchi sewing machine)

(Purpose: Narration Pattern: Chronological)

Introduction of person, striking contrast

Leon Jolson arrived in the United States in 1947 with a wife, \$1.67 and a little broken English. He was a displaced person, from Poland. Today he heads a company which grosses \$25,000,000 a year.

Reader's Digest. Oct., 1953, p. 79.

Changing Times

"How Much Does It Cost To Run Your Car"

(A startling breakdown of the average annual cost of owning and operating an automobile)

(Purpose: To explain Pattern: Division)

Relation of problem to the reader

Most people like to fool themselves about the actual cost of owning an automobile. There's a good reason. The true costs are startling. Besides, they are difficult to figure exactly. But -- they may be at the root of what is bothering your budget every month. If you want to find out how they really stack up, here's a way.

Reader's Digest. Oct., 1953, p. 10.

Purpose: Narration

Pattern: Chronological

RENEWAL OF FAITH

The meeting began. All the boys knew the reason for the meeting: to discuss the age-old problem of hazing. Not many expected much to be accomplished; past meetings had produced little or nothing. Usually the meeting adjourned, the boys went on their merry way, and the problem still remained.

At first this meeting seemed no different from the others. The counselor showed the seriousness of the problem. She read from a large book the State of California policy. Then she read a bulletin from the local police department, which listed all the crimes for which hazers could be prosecuted. This seemed to have little effect on the group. Many were probably saying, "Well, I hope she hurries this thing so we can get back to gym."

Then the discussion switched to other methods of penalizing offenders. The counselor explained that various pressure groups were now leveling verbal siege guns on the school. Always looking for some means of belittling our present school system, they had taken this issue and concentrated on it with careful pounding. Because of these pressure groups, the counselor explained, it might be necessary to have a closed campus to lessen the hazing threat. She minutely detailed the ugly features of the closed campus.

At this point, ears suddenly pricked up. Discussion from the audience, which up to this time had been practically nothing at all, suddenly flew fast and furious. Several opinions were presented, all of

them against the closed campus idea.

Here was something close to the students' feelings. Most of the boys did not care if some of the others hazed a few incoming boys. But this was something different. Everybody might have to suffer restricted privileges because of the actions of a few.

Many more opinions were discussed. After a few minutes the meeting was adjourned. I left the room thinking that more had been accomplished in this meeting than in any other; I knew there was much more to be done before the problem would be solved. I went into the gym to see if the inside rooms were locked.

When I returned outside, I saw a group of boys collected in a circle. Two of them were arguing about the same problem that had been discussed at the meeting. One of the boys had spoken during the meeting; the other had said nothing. The opinions of the two differed violently on the initiation question. The first boy thought that the problem really should never have occurred. He argued that if boys from the high school took the time to bother with the kids from the junior highs, then they were actually admitting that the younger kids were equal to them and not lower. The second boy defended initiation practices as a good form of fun and also pointed out that the people he hazed were never hurt because they did not struggle.

The discussion went on. It was different from any other I have yet seen. The second boy in the discussion was new in debate circles. Most of his differences in the past had been "settled" with his fists. I wondered how much support he would garner in his verbal encounter. The debate was actually a test of strength.

Rivalry was sharp. But as other people entered into the controversy, I could see that the battle was becoming one-sided. The boy who defended hazing collected one other boy to speak in his defense. On the other hand, his opponent was being supported on all sides. Among those who did not speak the feeling was anti-hazing. The hazing proponent continued his reasoning, but even he could see that he was defeated.

Sometime you wonder where the opinion of the average person stands. There was no question in this case. Never have I been so thrilled or so inspired or hopeful for the future as I was after witnessing this scene.

Sample Compositions

Purpose: Narration

Pattern: Chronological

BUTTERFLIES

Before this town was solidly built up, when there were many empty lots with flowers to spare, I used to spend almost entire summers collecting butterflies.

These were great summers, full of excitement and fun.

The comparative hordes of butterflies that existed then made it possible to collect new species of the little creatures each year.

At about ten in the morning of each day, a friend and I would set out. Sometimes we let the butterflies come to us. If they weren't coming, we went to find

them. We developed our own pet places to look for them, just as a fisherman has his favorite fishing holes.

As the years passed, we became more and more efficient in our method of hunting the winged creatures.

We almost had to, because every new lot that was developed meant fewer butterflies. Finally the time came when we had seen so many of them in flight that we could almost see them when they were behind us. This anticipation naturally increased our catch.

The appearance of a new species was always a great thrill. I recall one type of butterfly that we always welcomed. This species usually came at only a certain

time of year. He also seemed to fly faster than the other butterflies. This fact put him at the top of our "wanted" list. Most of the time when he came we were unprepared, and he flew right by us. Even when we were prepared, he would sometimes just turn on the "steam" and blow right past us. I think that the name of this butterfly was the Fritallary. At one time we had both the English and Latin names of the butterfly next to it in the collecting case.

One incident occurred that I have never been able to explain to myself. This happened when I was very young. I was living in a small town north of San Francisco at the time. I had never noted anything unusual about the butterflies in the town until one day when I peered outside and saw a great stream of butterflies flying down the middle of the street! I went out and examined the stream. It was not of one species, but of many! I have always thought about this incident, but I have not been able to explain it. I have heard of the great streams of Monarchs which migrate for great distances, but this stream was not merely Monarchs, but others as well. I am still waiting for an explanation of this phenomenon.

but your reader still needs about your collections - how many spe had, some interesting facts about t. (By the way, have you asked the teacher about your curious experience

Purpose: Description

Pattern: Spatial

HIGH HIKING
by Standish Mitchell (Lit, 1948)

High in the azure skies a trail awaits you. From Yosemite to Whitney it will lead you to deep canyons and lofty passes. For two hundred and twenty-seven miles you may flirt with bounding streams, with placid lakes nestled in the crook of the mountain's arm, and with scented forests. The alpine peaks will be your guide, and from one to another you will go--or maybe even stop to climb those granite spires and revel in the glories that surround you. In memory of one of California's greatest men it awaits you, yours for the taking.

Starting at an elevation of 3,970 feet in the Yosemite Valley, the trail climbs 3,500 feet in the eight miles, and does not drop below this 7,500 level for its remaining two hundred and nineteen miles. Many other trails cross it, but motor roads reach it only in a few widely scattered places. It winds from dark, moist canyons to wind-blown passes, skirts lakes a mile long at 11,000 feet, and offers you rest from these forays in sylvan solitudes. It crosses boiling mountain torrents on bridges, and fords streams cut by treacherous currents over unstable boulders whittled by the snow waters of the past. It jiggles along granite cliffs, and slips and slides through snow and ice; it strains over the summits of passes, the highest being 13,000 feet; it buries its head in deep canyons, and climbs to the topmost rock in the United States: Mount Whitney, which thrusts its snow-laced top 14,495 feet into the blue heavens.

The main ways you can travel on this king of trails are: on

horseback, where you let the horse do all the work; on foot, letting the stubborn mule and burro carry your supplies; or back-packing, the freest mode of Sierra travel. In this latter case there are no animals to hinder your progress. You follow the path prescribed by your slightest whim, and are burdened with only the scant amount of food and clothing you carry on your back.

Mother Nature represents herself well along the trail, and with luck you might spot some bear, a mountain lion or two, and a bounding group of stiff legged ruminants--deer. Then there are animals which are heard and not seen, the coon and the 'possum, the badger and marmot, while the lonely calls of the fox and coyote play on the night air. Feathered life also thrives in this, nature's playground. Grouse, quail, hawks, and eagles all make their homes here. As for the fish, the streams and lakes are constantly cut by the flashes of silver and orange bodies. Rainbow, cutthroat, gilbert rainbow, steelhead, and the salmo rosevelti, the fighting Sierra Golden, all teem in the cool waters.

Thus will we end a rough sketch of the John Muir Trail following the coarsest of Sierra grain. The beauties are innumerable and laid one next to the other so that there can be no break in them from the hanging cliffs of Yosemite to the spacious skyline lands of the Whitney group. Two hundred and twenty-seven miles of the rarest beauties of the Sierra stand as a living memorial to John Muir, first explorer of the fabulous "Range of Light."

It's lying up there, just under the roof of the sky, lying, like a dropped ribbon, across the top of the Sierra--just waiting for you. Why not take it?

Purpose: To explain

Pattern: Division and elaboration

DO YOU BELIEVE IN SIGNS?

Each year millions of dollars are spent on road signs for the nation's highway network. To everyone, signs are important, but to the motorist they are essential. They are of major assistance as he literally sails across unfamiliar country. The careful driver studies road signs and know that he may rely upon them to make his journey safer and more comfortable.

Among signs encountered on the road are those which can be classified as warning signs. Most of these have black letters on a yellow background and are distinguished by their diamond shape. The meaning of all warning signs is that the driver should slow down. The careful motorist learns to do this instinctively, whether the sign warns of a hill, an obstruction, a school, a curve, or a stop ahead. Many warning signs are devised to make drivers react quickly to additional visual stimuli, such as arrows curving in appropriate directions.

Another group of signs, the characteristic shape of which is a vertical rectangle, are those giving such directions as "Pass in Center Lane Only," "Keep Right," and "No Left Turn." Usually these signs have green, red, or black letters on white backgrounds. The "stop" sign is an exception in color and shape, being octagonal with white letters on a red background. Often the white is emphasized with reflectors, which glow at night.

Traffic signals at intersections are perhaps the most important helps of all. By means of timed color flashes of yellow, red, and green

lights, they speed traffic, protect both motorist and pedestrian, and eliminate confusion. In addition to these lights, many corners now have lights specifically designed to tell the pedestrian when to walk and when to wait on the curb.

Flashing signals and blinker lights also warn motorists of dangerous intersections, of the approach of trains, and of hazardous curves. Good drivers react appropriately to such signals.

The dividing lines along the streets and highways are another means of giving information or instructions to the driver. Double white lines, single white lines accompanied by broken lines, and double white lines with diagonal cross lines all give their warnings with varying degrees of emphasis.

A careful motorist knows the meanings of all of these and heeds their messages. He is aware that skilled civil engineers have designed the highways and that skilled safety engineers have placed the warning signals; hence he accepts their careful guidance so that driving is made safe for all.

Purpose: To give opinions

Pattern: Division and elaboration

IF I WERE A SOPHOMORE AGAIN

I have often wished that I could be a sophomore again. The reason is not that I do not want to leave high school, but that I know that I could have gotten a lot more out of it than I have.

In my sophomore year, I had little appreciation of the value of school work. All of a sudden my teachers seemed to expect college preparatory work from me. I was able to produce the work, but I had no concept of its worth to me. Now that I am almost ready to enter college, I can see that I would have been far better off if I had done a little bit more than the minimum required for a college recommending grade.

I also regret that I did not try to be in more school activities as a sophomore. The high school program encourages sophomores to start in activities. If a person waits until his junior or senior year, as I did, pathways to activities are often closed, and breaking into established groups can bring pain as well as joy.

I tried very hard to organize my schedule of subjects so that I could take every course that would be beneficial and interesting. However, I had a study period during both of my first two years. Now that I am ready to graduate, it dismays me to think of all of the interesting subjects (German, Latin, Public Speaking, Far Eastern History) that I could have taken during that time. Perhaps I would have had more homework to do, but I could have done it if I had organized my time properly.

Possibly my greatest loss was not realizing that the teachers and counselors really wanted to help me become better adjusted. In the last year I have had several conferences with my teachers, and these have helped me a great deal. However, I know that I have not used even this opportunity to full advantage this year. I am still not quite sure why I am hesitant about talking to my teachers, but I know for sure that I must overcome this feeling before starting college work in the fall.

Although I sound as though I have completely missed all of the opportunities offered by high school, I do not feel that I have at all. As a matter of fact, I believe that my high school education has been a success, but I know that it could have been an even bigger one with a little more effort on my part.

Purpose: To persuade

Pattern: Elaboration by examples
and illustrations

JUSTICE, OR THE LACK OF IT

Recently a veteran returning from the Korean War tried to purchase a home in Southern California. On first glance, Major Sammy Lee, this veteran, would be considered a fine American to have as a neighbor: he has won medals for outstanding bravery in the Korean War; he has been a diving champion of the 1954 Olympic games; he has made an American good-will tour in Korea, Japan, and China, among other Far Eastern countries; he has even attended a luncheon as a special guest of President Eisenhower. These are his excellent qualifications; yet he was refused the right of buying a home. Why? Because he happens to be of a minority racial extraction; he is a good American, but his color is a little darker than that of his prospective neighbors. Is this justice? Is it right that a man who fights for his country is not allowed to buy a home of his own choice?

As Americans we often think of ourselves as being a very just people. We want and urge refugees to come here from suppressed countries so that they may live in freedom. But what happens when they arrive here? They are often refused the right of buying the home which they desire. They are often discriminated against by being denied certain jobs.

In the Pledge of Allegiance to the Flag are these words: "...one nation, under God, indivisible, with liberty and justice for all." Every day Americans saluting the Flag repeat these words. On the one hand we proclaim that all men are created equal and should be given

equal chances; on the other hand some Americans seem to think themselves better than others. This is certainly a strange paradox.

Segregation problems are prominent in the news today. We accuse the Communists of using false propaganda concerning racial prejudice in the United States. However, can we truthfully deny these charges? Maybe the charges are exaggerated, but we must admit that there is some racial prejudice in America. True, great strides are being made toward unsegregated schools, but are these programs advancing as they should? No matter how great a majority accept all Americans as equals, there are still some who think themselves to be superior and act accordingly.

Although the United States may be well ahead of other nations in being a free country, it has not accomplished its goal of total equality. America has long stood as a symbol of freedom and justice among the peoples of oppressed nations. The support of every American is needed to make the United States "...one nation, under God, indivisible, with liberty and justice for all."

Purpose: To give opinions

Pattern: Elaboration

A BEGINNING FOR PEACE

War is a useless and senseless waste of money, property, and lives. Even those who fight in the wars seem to think this, for certainly they have seen examples of this waste many a time. Why is it, then, that if most people do not want war, we still have it?

Very often, the government and leaders of a country, and not the people, are blamed for war. Such was the case in Germany. However, if it had not been for conditions that existed before Hitler, he never would have been able to rise to power. In order to keep peace in this world, we must learn what causes these conditions and how to prevent them.

It is my opinion that the basic cause for war is the individual person. He may cry for peace, for honesty and fairness among nations, yet he himself lies, cheats. He is prejudiced. He refuses to try to understand his neighbor's religion. He won't let Orientals or Negroes move into his neighborhood.

He wants nations to try to understand each other. He wants other people to be fair. He speaks of the horrors of segregation in the South. Yet he himself refuses to do what he wants nations and other people to do.

It is often said that the state is merely an overgrown individual. If this is so, it can easily be seen that if the individual attitudes of the people are wrong, the state will eventually be wrong.

We want to do away with war. We want world and domestic peace.

If we try to be more understanding of the faults as well as of the beliefs of others, if we try to be more honest, we will be taking a very big step in the direction of that peace.

THE USE OF GRAMMAR TEXTS

B-lane

The outline which follows is an attempt to re-organize the lessons of the composition reference section of Blumenthal's Living Language, Grade 10, into a plan which emphasizes for both pupil and teacher that grammar is studied to improve sentence structure. The use of this outline is not mandatory, nor is the outline presumed to represent the best system of organization for tenth year grammar. The groupings here labeled units for want of a better term are obviously not units of grammar study in the usual sense. Rather they are areas of major emphasis. It is not expected that a pupil would have an interest and memory span which would enable him to conceive of these as units of grammar study; therefore testing would need to be frequent to measure successes with specific objectives within each area. Topics in grammar not included in these areas directly are grouped at the end because the committee believes that they are more effective when introduced as the general need for them arises in the pupils' own writing.

Unit I

The Sentence and the Modifiers

- Lesson 1 The Subject and the Verb
- Lesson 2 Spotting the Subject and Verb
- Lesson 3 A Close Look at Verbs
- Lesson 4 The Subject in Questions
- Lesson 5 Two Types of Sentences
- Lesson 6 The Action Sentence
- Lesson 7 The Descriptive Sentence
- Lesson 8 Recognizing Action and Descriptive Sentences
- Lesson 10 Understanding Adjectives
- Lesson 11 Understanding Adverbs
- Lesson 12 Prepositional Phrases as Modifiers
- Lesson 25 Adverbs Like Action
- Lesson 26 Good and Well, Bad and Badly
- Lesson 27 Making Sense after Sense Verbs
- Lesson 28 Adjective and Adverb in Comparison

Unit II

Fitting Ideas Together

- Lesson 40 The Compound Sentence
- Lesson 72 Commas in Compound Sentences
- Lesson 41 The Sentence with Compound Verbs
- Lesson 42 The Connecting Semicolon
- Lesson 43 Getting Acquainted with Clauses
- Lesson 44 Putting Clauses to Work
- Lesson 45 The Adjective Clause

Lesson 46 Making Adjective Clauses
 Lesson 76 Commas for Interrupters: Clauses as "Extras"
 Lesson 77 Commas for Interrupters: Fact-adding Clauses
 Lesson 47 Building with Clauses
 Lesson 13 Phrases Built on Participles
 Lesson 48 Building with Present Participles
 Lesson 49 Managing Present Participles
 Lesson 50 Building with Past Participles
 Lesson 51 Managing Past Participles
 Lesson 73 Commas after Introductory Word Groups
 Lesson 52 Recognizing Appositives
 Lesson 53 Using Appositives for Clearness
 Lesson 74 Commas after Interrupters: Appositives and Direct Address
 Lesson 55 What is a Sentence Fragment?
 Lesson 56 A Closer Look at Fragments
 Lesson 57 Where Periods Jump the Gun
 Lesson 58 Sentences that Run Together
 Lesson 59 Avoiding Run-on Sentences
 Lesson 60 Repairing Run-on Sentences

Topics for Review and Remedial Grammar Work

Chapter 15 "Agreement of Subject and Verb"
 Chapter 16 "Watching Your Verbs" (emphasis on diction only)
 Chapter 17 "Modifier Usage"
 Lesson 29 Additional Problems of Usage
 Chapter 18 "The Right Pronoun"
 Chapter 21 "Capitalizing Correctly"
 Chapter 22 "Using Apostrophes"
 Chapter 23 "How to Punctuate"
 Lesson 71 Commas in Series
 Lesson 74 Commas for Interrupters: Parenthetical
 Expressions
 Lesson 78 Dates and Addresses
 Lesson 80 How to Punctuate Conversation
 Lesson 81 Punctuating Split Quotations

A-lane

The outlines which follow present plans for the teaching of tenth grade grammar with Enjoying English, Book 10, and English in Action, Course Two, Fourth Edition. Insofar as the texts would allow, the plans are parallel. The use of these outlines is not mandatory, nor are the outlines presumed to represent the best system of organization for tenth

year grammar. The following considerations formed the basis for this re-organization:

1. that the use of different texts made it important to decide matters of order and emphasis
2. that because the chief purpose of studying grammar is to improve writing, major emphasis in grammar should begin with and remain with the sentence
3. that many topics of grammar are more effective when introduced as the general need for them arises in the pupil's own writing

Enjoying English, Book 10

Unit I
The Simple Sentence
and
Major Parts of Speech

"A New Look at the Sentence"

subject, predicate, four kinds of sentences pp. 231-237

diagramming of the simple sentence pp. 274-275

"How Words Behave as Parts of Speech"

the noun, p. 238

the verb, p. 240

transitive and intransitive verbs, p. 244

the linking verb, p. 245

active and passive voices, pp. 246-247

diagramming of sentences, pp. 277-281; pp. 283-285

the adjective, pp. 254-255

comparison of adjectives, pp. 256-257

the predicate adjective, pp. 258-259

diagramming of adjectives, pp. 275-276

the adverb, pp. 259-261

comparison of adverbs, pp. 262-263

diagramming of adverbs, pp. 275-276

the preposition, pp. 266-271

diagramming of prepositional phrases, p. 276

Unit II
The Compound Sentence

"The Compound Sentence at Your Service" pp. 351-353

diagramming of compound sentence, p. 356

Unit III
The Complex Sentence

- "Phrases and Clauses: Seeing the Difference" pp. 246-350
"The Complex Sentence at Your Command"
 general usage, pp. 358-359
 the adverb clause, pp. 360-363
 diagramming the adverb clause, p. 369
 the adjective clause, pp. 363-367
 diagramming the adjective clause, p. 370
 the noun clause, p. 368
 diagramming the noun clause, p. 371

Unit IV
Achieving Variety in Sentence Structure

- "Improving Sentences with Participles, Gerunds, and Infinitives"
 the participle, pp. 331-336
 diagramming of participles, p. 341
 the gerund, pp. 336-339
 diagramming of gerund, p. 342-343
 the infinitive, pp. 339
 diagramming of infinitive, p. 344-345
"Grammar Keys to Forceful Sentences"
 shifting words and phrases for variety, pp. 287-294
"The Compound Sentence at Your Service"
 the appositive, participle, and dependent clause
 as eliminators of the compound sentence, pp. 354-355
✓ "Making Colorful and Varied Sentence Patterns"
 participle openings, p. 398-399
 infinitive opening, p. 400
 prepositional phrase opener, p. 401
 adverbs as openers, p. 402
 adjectives as openers, p. 403-404
 adverb clauses as openers, p. 405
 appositives as openers, p. 406
 series as openers, p. 407
-

Topics for Review and for Remedial Grammar Work

- "Putting Errors on the Run"
 troublesome verbs, diagnostic test, p. 167
 don't -- doesn't, p. 168
 agreement, was -- were, p. 169
 double negative, p. 171
 appropriate pronoun, p. 172
 contractions, p. 172-173

- forming possessives, p. 175
- diction errors, to -- too, there -- their, p. 177
- like -- as if, p. 178
- capitalization, pp. 182-184
- diction errors, miscellaneous, p. 185
- "Making Your Sentences Start and Stop" pp. 188-195
- "How Words Behave as Parts of Speech"
 - the behavior of pronouns, pp. 248-253
- "Keeping Number Straight" pp. 296-305
- "Making the Verb Fit the Time"
 - the simple tenses, pp. 306-307
 - the principle parts and the perfect tenses, pp. 307-308
 - regular and irregular verbs, 308-310
 - conjugation of verb to be, pp. 311-312
 - troublesome verbs; sit, lie, and rise, pp. 313-315
 - sequence of tenses, pp. 315-317
 - avoiding shifts in tenses, pp. 317-318
- "Pronouns on the March"
 - case, pp. 320-325
 - reflexive pronoun, p. 326
 - demonstrative pronoun, p. 327
- "Clearer Meaning Through Punctuation"
 - the comma, pp. 375-380
 - the semicolon, pp. 381-384
 - the period, p. 385
 - the exclamation point, p. 386
 - the question mark, p. 386
 - the colon, p. 386
 - the hyphen, p. 387
 - parentheses, p. 387
 - the dash, p. 388
 - the apostrophe, pp. 389-390
 - quotation marks, pp. 391-394

Unit I
The Simple Sentence
 and
Major Parts of Speech

English in Action,
 Course Two, Fourth
 Edition

- "The Parts of the Simple Sentence"
 - the basal parts, the parts of speech pp. 277-299
- "Correct Verbs"
 - transitive and intransitive, pp. 363-364
 - active and passive voices, pp. 364-366
- "Punctuating the Simple Sentence" pp. 300-308

Unit II
The Compound and Complex Sentence

- "Compound and Complex Sentences" pp. 309-341
"Correct Pronouns"
the relative pronoun, pp. 359-360

Unit III
Building Effective Sentences

- "Correct Verbs"
the participle, pp. 394-396
using participles, pp. 433-434
the gerund, pp. 396-399
the infinitive, pp. 399-402
dangling phrases, pp. 404-406
"Building Effective Sentences"
building varied sentences
ways of starting sentences, pp. 428-429
building complex sentences, pp. 430-431
using compound predicates, pp. 431-432
using appositives, pp. 432-433
using direct quotations, questions, commands,
and exclamations, pp. 435-436
matters of conciseness in expression, pp. 415-427

Topics for Review and for Remedial Grammar Work

- "Additional Problems in Punctuation" pp. 342-349
"Correct Pronoun"
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agreement with antecedent, pp. 356-357
"Correct Verbs"
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principal parts, pp. 368-372
troublesome verbs: sit, set, lie, lay, pp. 372-375
shall, will, should, would, pp. 375-376
tense, pp. 379-383
agreement with subject, pp. 386-394
"Correct Adjectives, Adverbs, Prepositions, and Conjunctions"
adjectives and adverbs, pp. 408-412
prepositions and conjunctions, pp. 412-413

A SUGGESTED PROGRAM OF SPELLING

I. General plan -- a cumulative spelling list

- A. The class is tested on a word list in the first week, with study of the spelling list and a re-test following. Tests are administered by the teacher, who pronounces each word and uses it in a sentence when the sentence is necessary to help pupils identify the word. Pupils exchange papers and mark errors as the teacher gives the correct spelling of the words.
- B. Words are added to the general list weekly thereafter, and testing is regular. Although only a certain number of words may actually be used in each test, pupils must be prepared to spell all of the words on the list, since they do not know which words the test will include.
- C. Each pupil corrects his misspelled words on his test sheet, enters those words in his special study list, and returns the paper to the teacher for recording.
- D. Each pupil maintains two spelling lists in his notebook -- the complete list and the list of words he has misspelled. On the latter list, the number of times each word has been misspelled in tests is indicated by stars or some such symbol. The pupil may cross words off this list as he masters them to his own satisfaction as shown by tests.
- E. Each pupil is also responsible for learning to spell those words he misspells on composition work.

II. Rules and word selection

- A. The weekly word lists alternate between words which are covered by rules and words which are not.
- B. The rules and most of the words are taken from the spelling sections of Tressler, Course Two, and Blumenthal, Grade 10; other words have been added from pupils' compositions.
- C. An attempt has been made to select words which are frequently used and misspelled; no words are included merely because they are difficult to spell.
- D. Spelling words other than those governed by rules are generally placed in groups where such grouping facilitates comparison and explanation.

III. The study of spelling

- A. Rules are "discovered" by induction.
- B. Pupils are helped to see the distinction between true misspellings and what are actually errors in diction in their writing.
- C. Each pupil is given a copy of the following drill sequence for self-mastery of spelling.

The pupil should

1. See the word
2. Hear the word
3. Say the word
4. Write the word
5. Check the word
6. Write the word five times if he has it incorrectly written in step four. He should repeat the entire sequence until he can write the word correctly.

SPELLING LIST

1. across
2. always
3. all right
4. among
5. destroy
6. description
7. disappear
8. disappoint
9. finally
10. forty-fourth
11. ninety-ninth
12. its, it's
13. minute
14. omit
15. peculiar
16. similar
17. pleasant
18. doesn't
19. their, there
20. realize
21. really
22. separate
23. surprise
24. than
25. therefore

(final e rule,
with exceptions)

26. coming
27. hoping
28. writing
29. dining
30. riding
31. approval
32. safety
33. exciting
34. excitement
35. sincerely
36. careful
37. peaceful
38. useful
39. usable
40. valuable
41. completely
42. absolutely
43. imaginary
44. admirable

45. changeable
46. manageable
47. serviceable
48. judgment
49. truly
50. wholly

51. too, to
52. until
53. usually
54. weather, whether
55. Wednesday
56. Saturday
57. February
58. San Francisco
59. who's, whose
60. you're, your
61. accept, except
62. affect, effect
63. immediately
64. library
65. government
66. clothes
67. literature
68. lose, loose
69. acquaintance
70. innocent
71. apologize
72. grateful
73. attitude
74. authority
75. license

(final y rule,
with exceptions)

76. business
77. happiness
78. heavily
79. hungriest
80. uglier
81. replied
82. delayed
83. satisfied
84. countries
85. companies
86. turkeys
87. denies

88. valleys
89. alleys
90. allies
91. hurries
92. opportunities
93. relays
94. readily
95. hurrying
96. carrying
97. laid
98. paid
99. dryness
100. shyly

101. awkward
102. prairie
103. beautiful
104. chose, choose
105. expense
106. commercial
107. disgusted
108. conscience
109. discipline
110. convenience
111. abundant
112. plentiful
113. probably
114. difficulties
115. curiosity
116. decision
117. difference
118. definite
119. descend
120. ignorance
121. imitate
122. can't
123. won't
124. wouldn't
125. women

(rule for doubling
final consonant,
with exceptions)

126. planning
127. biggest
128. begged
129. stopped

130. swimmer
131. running
132. regretted
133. permitted
134. offered
135. limiting
136. canceled
137. beginning
138. controlled
139. preferred
140. preferable
141. referred
142. reference
143. occurrence
144. permitted
145. transferred
146. opening
147. equipped
148. benefited
149. excellent
150. rebellion

151. awful
152. muscle
153. written
154. thorough
155. through
156. thought
157. though
158. necessary
159. mysterious
160. occupation
161. opponent
162. temporary
163. permanent
164. sympathy
165. original
166. suspense
167. partial
168. successful
169. pastime
170. stretch
171. possess
172. possession
173. spirit
174. privilege
175. knowledge

(rule for ei and ie,
with exceptions)

176. brief
177. grief
178. chief
179. friend
180. achieve
181. believe
182. piece
183. receive
184. ceiling
185. relief
186. conceited
187. hygiene
188. weight
189. height
190. freight
191. neighbor
192. reign
193. vein
194. field
195. seize
196. siege
197. niche
198. neither
199. foreign
200. leisure

201. mountain
202. villain
203. certain
204. million
205. politician
206. profession
207. pursue
208. persuade
209. quantity
210. misspell
211. response
212. relative
213. restaurant
214. sacrifice
215. sandwich
216. which
217. schedule
218. capacity
219. assistant
220. bicycle
221. annual

222. column
223. condemn
224. mischievous
225. sufficient

(compound words)

226. themselves
227. himself
228. oneself
229. northeast
230. anybody
231. everything
232. anywhere
233. someone
234. altogether
235. basketball
236. blackberries
237. classroom
238. homework
239. downstairs
240. nevertheless
241. nowadays
242. no one
243. self-respect
244. ex-president
245. un-American
246. notebook
247. throughout
248. typewriting
249. roommate
250. schoolboy

251. accidentally
252. incidentally
253. disease
254. following
255. impossible
256. exercise
257. prejudice
258. embarrass
259. carriage
260. marriage
261. village
262. average
263. straight
264. brought
265. existence
266. escape
267. answer

- 268. doubt
- 269. remember
- 270. character
- 271. desperate
- 272. opinion
- 273. formerly
- 274. recognize
- 275. precede

(homonyms)

- 276. coarse, course
- 277. plain, plane
- 278. principal, principle
- 279. threw, through
- 280. lead, led
- 281. no, know
- 282. new, knew
- 283. write, right
- 284. flower, flour
- 285. shown, shone
- 286. hole, whole
- 287. bear, bare
- 288. waste, waist
- 289. tail, tale
- 290. seen, scene

(forming plurals)

- 291. thieves
- 292. knives
- 293. shelves
- 294. loaves
- 295. roofs
- 296. handkerchiefs
- 297. radios
- 298. potatoes
- 299. pianos
- 300. handfuls

A D D E N D A

including various types of
resource materials which the
teacher is free to use, ig-
nore, or modify to his own
liking

SUGGESTIONS FOR SPEAKING-COMPOSITION ACTIVITIES

Objectives:

The purpose of this unit is threefold. It is intended to provide the student with meaningful material from which to write compositions and to draw from him six tightly-scheduled pieces of writing. At the same time, it seeks to give the student six experiences in public speaking. A third purpose is to provide the student with practical experience in outlining. The unit also serves to make the student aware of the value of first and second drafts in composition.

Behind the formation of this unit lie two beliefs. The first recognizes that student writing generally is better if the subject written about comes from the student himself and is not imposed by the teacher. Supplementing this fact, one finds that formal speaking is an area in which many students are deficient. Moreover, public speaking is an important adjunct of language training of which many students have an unwarranted dread. This unit, therefore, focuses on the twin problem of speaking and writing.

Methods:

To stimulate student expression, the unit is organized on the basis of SPEAK FIRST -- THEN WRITE. Since oral expression is often easier for students than written expression, material is gathered first to talk about and later to write about.

Each week for six weeks, the class is given a general category under which it must develop a specific two- to four-minute speech. A complete outline, preferably on cards, must accompany the speech. The general categories assigned are the following:

1. opinion
2. how to make or do something
3. a happening
4. a description
5. persuasion
6. definition

While the speech is being delivered before the class, the teacher checks the outline and puts the grade for the speech on it. Class discussion follows each speech; the outline is returned to the student; and using the same material in the light of teacher and class suggestions, he writes a composition to be handed in two days later. Thus, two grades are derived from each assignment: one for speaking; one for writing.

Evaluations:

A remarkable development in poise and public speaking ability is the primary outgrowth of this intensive unit. At the same time, writing becomes less difficult for students when it stems from their own interests. Important, too, is the fact that this kind of assignment forces the student to share the creative load with the teacher. The teacher, in turn, becomes more thoroughly and rapidly acquainted with each student and his problems by listening to him voice his opinions, his descriptions, and his definitions.

Perhaps the popularity of this unit deserves mention. Students appreciate the chance to develop their speaking powers. They appreciate the security of these regular assignments. And students are really interested in listening to what their classmates have to say on these topics.

SPEAKING AND LISTENING: A POINT OF DEPARTURE
FOR RESOURCE UNITS

I. Introduction to the problem of oral communication

A. Suggested points for emphasis

1. The importance of speech in human relationships -- in forming friendships, influencing others, in business, in politics.
2. The importance of efficient auding (denotes the physiological process being aware of sound and the mental processes leading to the interpretation of sound), factors contributing to poor auding, emotional relationships of auder and speaker.

B. Suggested experiences and suggestions for incidental emphasis of oral communication.

1. Individually prepared speeches (to be written as compositions), recording speeches, evaluating one's own speech according to previously established criteria.*
Oral reading of short passage found in books, magazines, or newspapers. recording, evaluating.**
Telling an anecdote, the story of a movie recently seen, a personal experience, recording, evaluating.***
2. Testing pupils on materials read to them. Use of method of dictation in giving drills and tests involving matters of punctuation and spelling and the meaning of sentences.

II. Oral communication and the democratic process

A. Suggested points for emphasis

1. The influence of mass communication in our democracy; radio and TV news programs, political speeches, interviews and discussion programs.
2. A democracy as a climate of freely exchanged opinions.
3. Speech as a prelude to planned action.
4. Understanding others through speech.

* A-lane

** B-lane

*** R-lane

B. Suggested experiences and suggestions for incidental emphasis of oral communication

1. Evaluating contemporary newscasters and commentators for coverage bias, use of language, use of background material to orient listener; comparing radio news with newspaper releases; practicing newswriting and newscasting using contemporary events; imitating the delivery or the style of contemporary commentators.* **

Have pupils read several copies of Read and select three items for news reports, condense those reports to a two-hundred word script, write an introduction and closing, record the news script.***

2. Listen to discussion type programs; select panels for similar programs; discuss the role of the moderator, the causes of differences of opinion, inductive and deductive argument. Plan and give panel discussions on contemporary problems.* **

Have pupils write a number of questions and answers about themselves, select announcers, check and re-write questions, record the planned interview, listen to recordings and select best on basis of interest.***

3. Have committees present symposiums on the background material for unit novels (Tale of Two Cities).* ** Panel discussions on problems arising from novels.

4. Practice in normal discussions seeking to avoid argument, to settle unnecessary differences; capitalize on actual arguments arising in the class.***

5. Unit on the use of parliamentary procedure: study of elementary rules, test on rules, selection of nominees for office from successfully tested pupils, setting up a parliamentary system, treating a subject (leading to action) in a formal manner. Silly questions may be used but usually lead to superficial learning and point up the weaknesses of the parliamentary system without helping pupils to experience its strengths. Such a unit could precede pupil-teacher planning and help to implement it.* **

6. Formal practice in delivering a speech to convince others; testing class for results.* **

7. The problem-solving debate: selection of topics, framing of questions, selection of rules.*

* A-lane
** B-lane
*** R-lane

8. Practice in oral reading of poetry, selections from novels.* ** ***
9. Presentation of radio plays as class projects (available in Cavalcade, Practical English, short sets of books in school library.* **
10. Ad lib radio play: divide class into groups, select plots with each person in group taking a part, ad lib the story onto tape, listen to results and choose the most realistic and most understandable.***
11. Play recordings of calypso singers; have pupils try to "go along" with some musical background in calypso style.*
12. Choral reading of poetry; recording.* **

* A-lane
** B-lane
*** R-lane

SUGGESTIONS FOR VOCABULARY STUDY IN THE TENTH GRADE

R-lane

The R-lane pupil needs the basic skills with which to approach a new and difficult word: the ability to guess at meaning from the clues provided by the context, the ability to use the dictionary along with the context, the ability to pronounce a new word and to recognize the arrangement of the letters.

Suggested program:

1. Dictionary drill in the use of the guide words, the basic diacritical marks, and the meaning.
2. Class discussion of words met in context during frequent periods of oral reading.
3. Class participation in the study of spelling, with emphasis placed heavily on phonics.
4. Study of individual word lists.

Suggested procedures:

- a. Each pupil keeps an individual word list, adding to the list ten words each week which he has met in his reading and his auding.
- b. The pupil should note the context of each word (the source: speaker, teacher, book, etc., as well as the setting in phrase or sentence).
- c. The pupil is responsible for learning the meaning appropriate to the context, the spelling, and the pronunciation of the words.
- d. The teacher can then test a few individuals each week on his accumulated word list.

B-lane

The needs of the B-lane pupil are little different from those of the R-lane pupil, although he can usually profit from more complex group lessons in word study.

Suggested program:

1. The pupil should achieve skill in using the dictionary: pronunciation, guide words, spelling, parts of speech, meaning in relation to context.
2. The pupil should be introduced to a basic list of prefixes and suffixes and should become acquainted not only with their usual meanings but also with their functions in indicating parts of speech.
3. The pupil should become aware of some elementary principles of semantics: the meaning of context, the concepts of the terms concrete and abstract as applied to nouns, the symbolic nature of language.

4. Direct vocabulary drill

Suggested procedures:

- a. The procedure outlined above for R-lane.
- b. Drill on vocabulary lists taken from his reading.
 1. Lists can be chosen from reading material by committees.
 2. Tests on these lists can be prepared by the committee.

A-lane

In addition to the needs given before, the A-lane pupil tends to show definite interest in the study of roots, the existence of cognates, and more difficult concepts of semantics. The introduction of ladders of abstraction in connection with a study of denotation and connotation may be called for.

Direct study of vocabulary lists is definitely useful for A-lane classes, but the method of vocabulary study indicated for the B-lane has a sounder basis.

SUGGESTIONS FOR VOCABULARY STUDY IN GENERAL

Aims

1. To give each student the "feel" of language (how it functions; how and why it is subject to constant change; how it follows logical principles).
2. To give each student a working vocabulary to meet his daily needs both in and out of school.
3. To implant in each student a lively interest in words, and a real desire to keep expanding his vocabulary on his own initiative.
4. To help each student to develop skill in independent use of the dictionary.
5. To teach a student how to arrive at the meaning of an unknown word through structural analysis and/or contextual clues.

Source of Words

1. Words from the reading selections (immediately before reading takes place).

Example: Word list from A Tale of Two Cities given to students before they encounter the words.

2. Lists of much-used words from other departments as well as from the English department. Some of these may be obtained from teachers in other departments.
3. Words used in school, home, and community life.

Example: neophyte in bulletin.

Example: monitor on a television set.

Example: people's initiative; referendum, etc.

4. Derivatives

Example: groups of words having the same stem but different prefixes, as in mobilize, immobilize, demobilize, etc.

Example: combinations of stems to vary meaning, as in carnivorous, omnivorous.

5. "Borrowed" and collateral words from the student's foreign language classes.

Units into which vocabulary work can be broken down for attack
(All units to be implemented by regular dictionary work)

1. Levels of speech

- a. Formal
- b. Colloquial
- c. Slang
- d. Jargon
- e. Archaic
- f. Dialectal

2. Structural analysis (of derivatives)

- a. Prefixes
- b. Stems
- c. Suffixes (parts of speech)

3. Pronunciation

- a. Diacritical marks
- b. Accents

4. Words that have a limited application (meaning used in a restricted field or restricted sense)

Example: novitiate is a church word; novice is a general word

Example: imperious, imperial

5. Homonyms, synonyms, antonyms

6. Simple words with multiple meanings

Examples: fence, initial, tone, bay, counter, prime, voice, etc.

7. Connotation (contrasted with denotation)

8. Figurative expressions

- a. Analogies
- b. Metaphors
- c. Similes
- d. Reference (mythological, historical, special)

9. Abstractions

Recommendations on Procedure

1. That work in words be carried on regularly throughout the year.
2. That English teachers take the initiative in making other faculty members actively interested in vocabulary building among their students.
3. That all words considered be within the students' actual experience or needs.
4. That the teacher encourage students to use the dictionary.
5. That every academic classroom in the building have one unabridged dictionary, and that every English teacher have a complete set of abridged dictionaries.
6. That some classtime be allocated to old-fashioned dictionary drill.

Material in Texts Pertaining to Vocabulary and Word Study

Blumenthal, Living Language 10

Chapter 8, "How Words Get Misunderstood," pp. 132-151

Chapter 9, "Words Get Their Meaning from Experience," pp. 152-165

Chapter 10, "Pinning Down Word Meanings," pp. 166-179

Chapter 11, "How to Use a Dictionary," pp. 180-191

Tressler, English In Action, Course Two

Chapter 13, "Words That Say What You Mean," pp. 211-241

BOOK REVIEWS: A SUGGESTED PLAN

Suggested subject matter for the paragraphs of your reviews:

1. Mention both the title and the author immediately in paragraph one, even when you have one or both as the title of your review. Underline the title when it appears within a sentence.

This paragraph should start simply with some such statement as the following: "I have just finished reading Gone With The Wind by Margaret Mitchell."

2. Tell the story briefly in paragraph two, before you begin to evaluate and analyze it. No one is interested in criticism until he knows something about the thing being criticized. But tell the story briefly in one sentence or one paragraph if possible. Start this second paragraph this way: "The story, briefly, is as follows." If you prefer, combine 1 and 2 into one paragraph.

3. Retell briefly one incident that will give your reader a closer acquaintance with the story.

Your opening sentence here should be something like this: "Here is an incident that will give you a close-up of the story and show you how exciting the book is."

4. Describe or discuss one character to give your reader insight into the author's knowledge of people.
5. Quote from the book at least once. Quote something that will give your reader an exact and definite idea of what is to be found in the book. Select this quoted matter (several sentences or even a whole paragraph) carefully, so that your reader gets a vivid, first-hand contact with Steinbeck, or Saroyan, or Mary Jane Ward, or whoever your writer is.

Begin this paragraph with a statement that you are quoting from the book. Write something like the following: "Here is a paragraph from the book. It is a good example of the author's style." Then before quoting, explain the general situation -- who is speaking if you are offering dialogue, where the characters are, what is happening -- briefly but adequately enough that the quoted matter has meaning and significance for your reader.

6. How much experience has the writer had with the subject matter on which he has written? To find out, use Current Biography for photographs of the writer and for a rewrite of all magazine articles on him to date. Ask at the counter in the library and try the indexes until you find the name of the writer. You may use Kunitz's Authors of Today and Yesterday or his Twentieth Century Authors.

which also must be asked for at the library counter. Many book jackets carry the photograph of the author and also information about him. If the jacket for your book doesn't carry this information, try the jackets for other books by the same author. The library keeps all these jackets on file, and you have only to ask for them.

7. Most authors have ideas about life, people, and human nature, which they want to tell the world. Hasn't yours? What is one of these? Remember that an idea on human nature, etc., can be written into an historical novel as well as into one on the present day. And is the author's attitude toward this subject matter playful, serious, bitter, serious-behind-playful, or what?
8. Cite what the professional book critics say about your book and agree or disagree as you happen to feel about the criticisms. You will find brief excerpts in Book Review Digest (the same year as the copyright date of your book). Ask at the desk in the library for the Digest you want. If you quote from the Digest, give the name of the critic and of the newspaper or magazine in which his critical review appeared. The name of the critic and his periodical will interest your reader almost as much as will the quoted matter from his reviews. Put quotes around all quoted matter, too.

When you quote from the critics (out of Book Review Digest), put quotation marks around the quoted matter; and say whom you are quoting and what newspaper or magazine originally published the critical review. Example: "Joseph Henry Jackson in the San Francisco Chronicle has this to say of the book: 'My opinion of John Steinbeck has risen since I have read this latest book of his (etc.)'"

9. Rate the book as first-rate or second-rate -- first-rate meaning that you think it is very worthwhile as well as unusually interesting. This rating can be given in the first paragraph if you prefer.

Cautions:

1. Underline a title when it appears within a sentence.
2. Capitalize only the important words of a title. Do not capitalize articles and prepositions unless they are the first word of a title.
3. Don't begin your review with "This book..." Give the title and author immediately even when you have used the title as the title of your review.
4. Don't write broad generalizations unless you explain immediately. Back up your generalizations with concrete detail which will show what you mean exactly.

SAMPLE UNIT

The Challenge of War to the Preservation of Human Values

I. Rationale

Why study war in our schools? Why subject our sons and daughters to brooding, often morbid examinations of death and destruction, of men in battle, of nations ravaged, of war -- the cancer of civilization since its inception?

These questions may rightly be asked of a school; they may be even more cogently answered. Certainly an abomination of war is as universal feeling as one is likely to find. Increasingly, in our decade, both East and West have grown to be wary of war as a means of solving problems of co-existence.

Yet war is a fact of life. It is a phenomenon fraught with political, geographic, economic, and personal significance. War has changed the lives of nations and of men. It is the delicate attempt to avoid war that is indeed today guiding the foreign policies of the great nations of the world.

But war has come in the past; and it might come again. And what have men learned of war in these times? What have been their heroic deeds, their disillusionments? How does a human being adjust to a state of war -- either as a young recruit, a waiting wife or mother, or as a military commander? How does war change one's thinking and one's sense of values? Does war only corrupt, or can it ennoble?

The answers to these questions, questions which youth will be bound to wonder about, are best found in books. Certainly we hope that no future generation of young Americans need find the answers by direct experience. Yet even as a thing of the past, war would be a concern of the present; for the world's wars have been as salient as its constitutions in shaping the modern scene.

In such a Civil War novel as The Red Badge of Courage, we sense the irrational hopelessness of war; yet there is the glorious sight of an uncertain boy being forged by the pressure of war into a firm maturity. Amid the horror of World War I pictured in All Quiet on the Western Front, the values of endurance and compassion are learned. From Hiroshima, Brave Men, Seven Came Through, Journey's End -- all literature of war -- one discovers triumph existing side by side with terror. Somehow the indestructibility of the human spirit shines through. Indeed, in the crucible of war, many a man has found himself.

Ironically enough, from the despicable phenomenon of war, much that is pertinent to the preservation of human values has been moulded. Reading the literature of war, our students are sensitized to a wide basic area of human experience -- a wasteland, yes ~~but~~ but a wasteland on which that which is worth saving stands forth in bold relief.

II. General Objectives

The pupil should

- A. realize that human values can be preserved and developed during time of war.
- B. recognize the ability of the human spirit to endure great hardship.
- C. examine the sources of war, and understand the historical uses of war as a political, social, or economic instrument.
- D. gain vicarious experience of life through his reading.
- E. attain a knowledge of human behavior and psychology from analyzing the characters he reads about, understanding such concepts as motivation, complexity, inconsistency of character, and rationalization.
- F. relate problems of other places and other people to his own time and place and to the solving of his own personal problems.
- G. begin to formulate a philosophy in which violence is put into proper proportion.
- H. appreciate the contrary nature of man, his mind (reason) versus his body (appetite) as a cause of conflict, both personal and international.
- I. learn to apply sound critical thinking in his appraisal of ideas and of literary works.
- J. improve his reading skill by gaining an understanding of many techniques.
- K. better understand the complexion of modern life by examining the wars which have helped create it.
- L. gain sophistication in his language skill by developing an increased vocabulary.

- M. examine moral and ethical problems of human existence, relating situations which seem specifically war-born to everyday life.

III. Enabling Objectives

(Intended for both A and B lanes, except for numbers preceded by an asterisk which indicates A lane level.)

The student should

- ✓A. develop a wider vocabulary from the selections read, basing his knowledge on such concepts as roots, prefixes, suffixes, connotation, denotation, and general linguistics.
- B. analyze character growth and development as a fundamental aspect of a novel.
- C. achieve an appreciation of prose style by analyzing diction, figurative language, sentence structure, chapter construction, use of dialogue, methods of description, and other points.
- D. understand the function of different literary forms read on the same subject -- the emotional depth of poetry, the incisiveness of drama, the cohesion of the essay, the economy of the short story, and the inclusiveness of the novel.
- *E. perceive trends in literary development by understanding such terms as naturalism, realism, imagism, impressionism, and romanticism and by relating them to selections read.
- F. gain skill in accurately interpreting an author's point of view by careful analysis of his writing.
- G. strive to formulate a personal application of the main themes of the works he reads, fitting principles of conduct from other situations into present times.
- *H. analyze Stephen Crane's startling use of figurative language and color to convey emotion and meaning.
- I. become aware of the structure of novels, including chapter division, foreshadowing, rising and falling action, and climax.
- J. discuss the moral and ethical problems which confront the characters in the wartime situations.
- K. study the literary devices of symbolism, irony, and dramatic contrast to help increase his discrimination in reading.

- L. develop an understanding of and tolerance toward divergent philosophies of life which his reading selections will represent.

IV. Materials

- A. Core novel: The Red Badge of Courage (A lane) or
All Quiet on the Western Front (B lane)
- B. Supplementary longer selections: Hiroshima (A lane)
Brave Men (A and B lane)
Journey's End (A and B lane)
Seven Came Through (B lane)
They Tell Their Story (B lane)
- C. Supplementary shorter selections:

Burrell-Cerf, Bedside Book of Famous American Short Stories

Bierce, Ambrose	"An Occurrence at Owl Creek Bridge"	p. 337
Garland, Hamlin	"The Return of a Private"	p. 451

Law, F.H., Modern Short Stories

Davis, Richard H.	"On the Fever Ship"	p. 53
Aumonier, Stacy	"A Source of Irritation"	p. 69
London, Jack	"War"	p. 141

Cooper, Poems of Today

Brooke, Rupert	"The Soldier"	p. 200
McCrae, John	"In Flanders Fields"	p. 200
Seeger, Alan	"I Have a Rendezvous With Death"	p. 303

Hohn, Stories in Verse

Burr, Amelia J.	"Evening Prayer"	p. 89
Benet, Stephen V.	"Off to the War"	p. 252
Markham, Edwin	"Christ of the Andes"	p. 279

Rittenhouse, Little Book of Modern Verse

Hovey, Richard	"Comrades"	p. 159
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Rittenhouse, Second Book of Modern Verse

Kilmer, Joyce	"Prayer of a Soldier in France"	p. 159
Bynner, Witter	"The Fields"	p. 170
Lee, Agnes	"Peace"	p. 172

Leonard and Pooley, Introducing Essays

Hendrich, Ellwood	"Why Not?"	p. 151
Nevinson, H.W.	"Lest We Forget"	p. 160

Lester, Essays of Yesterday and Today

Mumford, Lewis	"All Hands Save Ship!"	p. 369
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Goldstone, One-Act Plays

Drinkwater, John	<u>The God of Quiet</u>	p. 291
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Poems reproduced in this unit:

Jarrell, Randall	"The Death of the Ball Turret Gunner"
Owen, Wilfrid	"Arms and the Boy"
Seeger, Alan	"I Have a Rendezvous with Death"

V. Procedure

A. Allotment of Time

Since neither A nor B have major selection is a long book, rapid reading of the work with specific nightly or weekly chapter assignments is desirable. A wide sampling of other related material, before, during, or after the reading of the major selection, is recommended. The entire unit should take about four weeks.

B. Study Questions

Having students write out answers to study questions to be turned in regularly seems to be an effective study technique. Some teachers may prefer merely to base discussions on the study questions; this may not, however, insure as careful student reading.

C. Vocabulary

Having a class study the words drawn from a literary selection before they read the selection is helpful in two ways: it allows them to understand the book more readily when they come to it, and they are given two rather rapid contacts with the word. Vocabulary words, given at the rate of five a day, discussed at the beginning of each class, and tested on at the end of each week, prove to have a certain adhesive quality. Having the student write the word meaningfully in a sentence for daily homework is more valuable than merely collecting the definition

from him. And the fundamental key to vocabulary learning is systematic review throughout the year.

D. Discussion

It is difficult to overestimate the benefits students obtain from extensive discussion of a literary selection. Teachers will probably want to discuss the more significant study questions with the class; topics on the List for Discussion and Composition will perhaps be useful; and related subjects of special concern to the teacher are also grist for the mill. A small but important point in orally questioning the class is to state the question first, allow the class to consider it, and then select a student by name to answer. Saying, "Lynn, what did Dimmesdale fear?" will tend to give the rest of the class a holiday.

E. Use of Supplementary Readings

Since both of the core novels are relatively short, it may be desirable to supplement them with selections from numerous materials at hand.

Most of the longer supplementary selections -- novels, non-fiction, plays -- have the advantage of being concerned with World War II. Examining the values and problems of war in a more contemporary setting is highly effective in B lane classes. They Tell Their Story by Cunningham and Stauffer, a collection of actual World War II incidents recounted with emphasis upon adventure, seems especially well suited to arouse interest in B lanes. Certainly Hiroshima lends itself to thoughtful examination in A lane classes. Glass dramatization of the three-act play, Journey's End by R. C. Sherriff (found in Adventures in Modern Literature, Stauffer and Cunningham), proves a successful activity in either lane.

Much that is applicable can be drawn from the shorter selections found in the various anthologies. For example, Joyce Kilmer's poem, "Prayer of a Soldier in France," could be read for purposes of comparing the attitude of Allied soldiers during World War I with that of German soldiers -- specifically Paul Baumer -- as seen in All Quiet on the Western Front.

Alan Seeger is said to have drawn his inspiration for "I Have a Rendezvous With Death" from the death rite of Jim Conklin in The Red Badge of Courage. Comparing Jim's attitude toward death with the attitude Seeger expresses in his poem would be an interesting activity.

The other possibilities can be seen and depend, of course, upon

teacher preference. Comparing the feelings toward war in *Bierce's* or *Garland's* short story with *Stephen Crane's* treatment of the Civil War, or making personal applications from such an essay as *Nevinson's "Lest We Forget"* both suggest enriching learning experiences.

Toward the end of this unit are reproduced three poems under the heading *Poetry and War*. Suggestions for intellectual and technical analysis of poetry accompany these selections.

F. Composition and Grammar

Composition serves as an excellent check on the quality of students' reading, and of course, a reading selection serves as an excellent common source for class composition topics. Students often respond well to an imaginative composition topic which calls for them to change the meaning of a scene by re-writing it, or to add a scene to the book which the author has left undeveloped.

Grammar problems which are culled from the students' own writing prove interesting, along with systematic grammar review. At times, an entire period of reading or discussion will be in order; otherwise, half of the period devoted to literature and half to grammar is a workable scheme.

G. Miscellaneous Activities

1. Outlining

Frequent outlining helps a student enormously in his own organization, sequential learning, note-taking, and the like. A novel may be outlined by chapters, or it may be outlined by its structure or development: for example, one might divide *The Red Badge of Courage* into four sections -- I. Initial Fear; II. Desertion; III. Return; and IV. Resolution.

2. Psychodramas

Students enjoy being given roles and a situation from the novel and having to act it out spontaneously. This technique, apart from the obvious entertainment value, offers a check on reading and often provides insights to the class. An example would be three students playing Paul Baumer, his brother, and his mother in the scene of Paul's return home on leave in *All Quiet on the Western Front*.

3. Outside reports

Outside book reports during the period that the unit is in

progress may well take the form of a review of one of the many other types of books, both fiction and non-fiction, about war and its causes or consequences. Panel reports on books selected by the teacher may be given, or written reports may be turned in by a student about a book of his own choice. A bibliography suitable for this use is included in this unit.

4. Biographical research: study of cultures

Study of a significant author and his other important works (Stephen Crane, for example) is appropriate for advanced students. Reports on World War I Germany (All Quiet on the Western Front) or the culture of Japan (Hiroshima) may be desirable.

5. Written dramatizations

Following the pattern of The Caine Mutiny Court-Martial, students may adapt scenes from their war novels for stage presentation or as short radio plays. After they have written them, perhaps a different scene for four class groups, it may be worthwhile for the students to produce them as well.

6. Unit paper

Having read the major selection of the unit and one or more other pieces of war literature, the student might be asked to prepare a term report taking the form of a comparative essay on war as seen through the eyes of different authors.

Study Questions
The Red Badge of Courage

Chapter I

1. Why are the soldiers seldom referred to by their given names?
2. What typical army attitudes are portrayed on the first pages?
3. Why had Henry wanted to enlist?
4. What discouraged him?
5. How was Henry's departure from home different from his imaginings?
6. What aspects of Army life were unexpected to Henry?
7. What is Henry's most serious problem?
8. What reassures him?

Chapter II

9. Why is Henry angry at the commanders?
10. How is the Army brought to life as a character?
11. What unsettling effect does the loud soldier have on Henry?
12. How psychologically valid is Henry's anger at the loud soldier?

Chapter III

13. What details show Henry's regiment to be a "new" group?
14. What change in thinking occurs in Henry at the first moment of battle?
15. How has fate betrayed the dead soldier whom Henry finds?
16. What is the "Question" that Henry wants to read in the dead man's eyes?
17. What reason is there behind Henry's feeling that his strategy is superior to that of the generals?
18. Why does Henry resent the Lieutenant?
19. What does the loud soldier give Henry before battle?
20. What emotions do you think the yellow envelope arouses in Henry?

Chapter IV

21. What details of battle are pictured here?
22. How is personification well used in these scenes?
23. How is color used in a novel way?
24. What single thought occurs to Henry in the midst of battle?

Chapter V

25. What is the attitude of the commanders during the impending battle?
26. What feature of the regiment reassures Henry?
27. How strong is the "battle brotherhood" Henry feels?
28. What realistic details of the fighting do you find in this chapter?
29. What are Henry's feelings about the flags? about Nature?

Chapter VI

30. Why do Henry's spirits rise here?
31. Is Henry the first to run?
32. What effect does turning and running have on Henry?
33. What is ironic about what Henry overhears the general say?

Chapter VII

34. How does Henry excuse his running away from battle?
35. Find evidence to show whether or not the author sympathizes with Henry's defection.
36. Why does Henry head for the woods?
37. How does Henry draw a justification for his own actions from the squirrel's behavior?
38. What dramatic contrast is present in the "chapel of boughs" scene?
39. Explain the use of realism in describing the dead soldier.

Chapter VIII

40. What reactions does the renewed battle bring out in Henry?
41. What symbolism is suggested in Henry's joining the procession of wounded soldiers?
42. How does the tattered soldier embarrass Henry?

Chapter IX

43. Who is the spectral soldier?
44. What is his chief fear?
45. What details give dramatic force to the death rite of the spectral soldier?
46. What does the word "rendezvous" refer to?
47. What effect does this strange manner of death have on the observers?

Chapter X

48. In what ways does the tall man's conversation trouble Henry?
49. How does Henry's departure affect the tattered soldier?
50. Why does Henry leave the tattered soldier?

Chapter XI

51. Trace the reasons for the rise and fall of Henry's courage here.
52. Why does Henry half wish for the defeat of his regiment?
53. Why does Henry fail in making up stories to excuse his desertion?

Chapter XII

54. Why does Henry try to stop the fleeing soldier?
55. How does Henry get his "red badge of courage"?
56. What ironic contrast with a preceding event is implied by Henry's being taken care of so generously here?
57. What implications regarding Henry are there in the story of Jack and the "fat feller"?
58. What is unusual about Henry's encounter with the man who befriended him?

Chapter XIII

59. Are there any indications of the youth's "protesting too much" on his return to the regiment?
60. How does the corporal diagnose Henry's wound?
61. What sacrifice does the loud soldier make in caring for Henry?

Chapter XIV

62. What does the campfire seem like to Henry in the morning light.
63. How has the loud soldier changed?
64. What surprising information about the regiment does the loud soldier give Henry?

Chapter XV

65. What "weapon" assured Henry of safety from cross-examination from the loud soldier?
66. What are the strengths and weaknesses of the lesson Henry learns from his ability to successfully conceal his cowardice?
67. Why does Henry respond as he does at the loud soldier's request to return the letters?

Chapter XVI

68. Why does Henry become angry at the commanders here?
69. What punctured Henry's spirit of boastful criticism?
70. What is the Lieutenant's opinion of the men's attitudes?

Chapter XVII

71. What enraged the youth about the ensuing battle?
72. How does Henry emerge as an awesome hero to the other soldiers?
73. How does the Lieutenant show his approval and liking of Henry?

Chapter XVIII

74. What does Henry overhear the general officer say?
75. What effect does this have on Henry?
76. What secret does Henry share with the loud soldier?

Chapter XIX

77. What emotion characterizes the men's charge?
78. What does the flag come to mean to Henry?
79. Describe the saving of the flag.

Chapter XX

80. What effect does actually seeing the opposing troops have on the blue soldiers?
81. What contrast is drawn between the actions of Henry and the Lieutenant?

Chapter XXI

82. What strange emotions of the men come forth here? Why?
83. What is the General's reaction to the skirmish?
84. Describe the talk between the Colonel and the Lieutenant.
85. How does the report of this talk affect Henry?

Chapter XXII

86. What is the youth's reaction at the renewed assault?
87. What fact causes this reaction?
88. What is Henry's idea of his ultimate revenge? Does this reflect mature thinking?

Chapter XXIII

89. What are some of the causes for the unexpected furor of the blue troops' charge?
90. What part does Henry take in the charge?
91. What becomes Henry's goal?
92. Who captures the enemy flag?
93. Analyze the reasons for the varying attitudes of the prisoners of war.

Chapter XXIV

94. "His new condition (victory) had already defeated certain sympathies." Explain this statement.
95. What sin troubles Henry the most in his assessment of himself? How can you tell? Do you agree?
96. What were Henry's now despised "earlier gospels"? Why would recognizing them in their true light allow him to accept his sin philosophically?
97. Does the maturity reached by Henry in the last paragraphs sound genuine? What elements have gone into developing him from a boy to a man?

VOCABULARY LIST

The Red Badge of Courage

Note: The following words, taken from Stephen Crane's The Red Badge of Courage, have been considered as presenting interesting vocabulary problems to student readers. The words are arranged by chapters to facilitate study. Starred words indicate repeated use by the author throughout the novel. Frequently, word roots will appear with changed suffixes or prefixes. (Page numbers are from The Pocket Library edition.)

<u>Chapter 1</u>			
*reluctantly	1	*blatant	17
resolutely	1	pilfer	18
attentive	1	vociferous	18
affront	2	radical	19
lucid	2		
disdaining	2	<u>Chapter 3</u>	
oblique	3	extricated	22
omen	3	ponderous	23
*effaced	4	impetus	23
*secular	4	perambulating	23
*lurid	4	accosted	23
impregnable	4	covertly	25
*ethical	4	*invulnerable	25
*ecstasy	4	*placidly	26
vivacious	7	*harangue	26
*speculate	8	demeanor	27
bland	8	*denoted	28
relentless	8	nonchalant	29
*despondent	8	reconnoitering	29
*dexterously	9	incompetence	30
*formidable	10	reassailed	30
*altercation	11	*comprehension	30
*epithets	11	prophetic	31
<u>Chapter 2</u>		<u>Chapter 4</u>	
adherent	13	*conventional	33
fathom (verb)	14	*agitated	33
seductive	14	turbulent	33
unscrupulous	14	*banshee	33
derided	14	facetious	34
flouted	14		
*ominous	15	<u>Chapter 5</u>	
*eternal	17	feign	36
*ardor	17	exquisite	36
*vindication	17	*annihilated	38
commiseration	17	discomfited	38
felicitating	17	*subtle	38
		*impotency	38
		*respite	39
		*imprecations	39
		*singular	39
		expended	40
		prodigal	40
		vindictive	41
		exultant	41
		*contemplate	41
		<u>Chapter 6</u>	
		vanquished	43
		affably	43
		*profound	44
		*doleful	44
		resplendent	45
		recur	45
		*redoubtable	45
		*abject	45
		*appalling	46
		effectually	47
		groveled	47
		impending	47
		*stolid	47
		meager	47
		antagonist	47
		maniacal	48
		harassed	48
		*blithely	49
		paean	50
		<u>Chapter 7</u>	
		sagacious	51
		*perceptions	52
		acutely	52
		*conciliate	52
		intricate	52

*compelled	53	scrutiny	75	<u>Chapter 16</u>	
aversion	53	craven	76	reverberations	104
jovial	53	unprecedented	76	*alleged	105
trepidation	53	compunctions	77	obliterated	105
*philosopher	53	despicable	77	denunciation	106
obscurity	53			*valor	106
*melancholy	54	<u>Chapter 12</u>		*derision	107
stealthily	54	*interminable	80	*sarcastic	107
		invincible	80	temerity	109
<u>Chapter 8</u>		*incoherent	81		
transfixed	56	adroitly	81	<u>Chapter 17</u>	
*conceived	56	intense	82	spasmodic	111
*ironical	56	mutilations	82	abominable	111
perfunctory	57	*unmolested	82	*chaos	112
immaterial	57	*remonstrance	83	pagan	113
eloquent	57	*gesticulating	83	incomprehensible	114
hostility	57	manipulating	85		
*spectral	50	interjected	85	<u>Chapter 18</u>	
sardonic	60	*languid	86	*lamentation	115
fortitude	60	*audacious	86	illusion	115
suffused	61			restive	117
		<u>Chapter 13</u>		engrossing	119
<u>Chapter 9</u>		ridicule	87	assent	119
repelled	62	glibness	88		
*reproach	62	passively	89	<u>Chapter 19</u>	
reiterated	63	pallid	90	convulsive	120
mystic	65	ethereal	90	accouterments	120
aghast	65	debauch	90	stoic	122
quaveringly	65	prostrate	91	facility	123
rendezvous	66	reproof	92	*infantile	123
*writhe	66			superficial	124
ague	66	<u>Chapter 14</u>		berating	124
*livid	67	heraldic	94	deities	124
philippic	67	gaunt	94	imperious	125
		charnel	94	ludicrous	125
<u>Chapter 10</u>		peremptory	95		
docile	68	petulantly	95	<u>Chapter 20</u>	
assent	69	*deprecating		mortification	128
intolerable	70	amiable	98	remorse	128
*contempt	71			proximity	131
vigilance	72	<u>Chapter 15</u>		*elation	132
		lugubrious	100	impetus	132
<u>Chapter 11</u>		*condescension	101		
exhortations	73	patronizing	101	<u>Chapter 21</u>	
symmetrical	73	pompous	101	depleted	133
sinuous	73	retribution	102	suppressed	134
malediction	74	laggard	102	indignation	135
forlorn	74	discretion	102	oratorical	135
pathos	75	conjure	103	*tranquil	137
haggard	75	*consternation	103		
profane	75	ejaculations	103		

<u>Chapter 22</u>	
prodigious	140
pregnant	141
emaciated	142
portentous	143
expletives	143
celerity	143
impaired	144
vehement	144
unscathed	144
robust	145

<u>Chapter 23</u>	
galling	146
paroxysm	146
dissections	147
concussion	147
abide	148
obdurate	148
scathing	148
capultian	148
disdain	148
abandon (noun)	150
consigned	150
pestilential	150

<u>Chapter 24</u>	
intermittent	152
stentorian	152
marshal (verb)	154
deflections	154
scrutinizing	155
bombast	156
quail (verb)	156
sultry	156
leaden	156

Topics for Discussion and Composition
The Red Badge of Courage

1. Define and understand the following terms: naturalism; realism; imagism; impressionism; and romanticism.
2. Discuss how each of these terms can be related to The Red Badge of Courage.
3. What instances reveal Henry as a sensitive, imaginative boy?
4. Discuss Henry's apparent intelligence level, citing proof from the novel for your point of view.
5. Compare his mother's farewell speech to Henry with Polonius' parting advice to his son Laertes in Hamlet.
6. Analyze the symbolism of the squirrel scene in Chapter Seven. How is Henry's interpretation of the squirrel's actions an example of rationalization?
7. Consider the moral and ethical implications of Henry deserting the tattered soldier.
8. Discuss Henry's feelings of superiority after he escapes detection for running away. Are his self-pride and his view of life realistic?
9. How well does the plan of developing an attitude (i.e., courage) by pretending it exists work in Henry's case? How well does it work in real life?
10. In what ways is the reader prepared for Henry's desertion under fire?
11. Discuss Henry's development as a character from the beginning of the novel to the end. Is such growth of character necessary to a first-rate novel?
12. What is the overall structure of The Red Badge of Courage? What sections contain rising and falling action; at what point does the climax occur?
13. Discuss Crane's use of color to portray emotion.
14. Consider the power of artistic intuition, in view of the fact that Crane had never observed a battle before he wrote this novel.
15. Stephen Crane has been extolled for his descriptive powers. How does he obtain his descriptive effects?
16. Does The Red Badge of Courage hold the reader's interest uniformly throughout? Why, or why not?
17. Analyze Crane's prose style. What are its chief characteristics?
18. The Red Badge of Courage was written while Stephen Crane was undergoing much personal suffering, and Crane has said that true art is of necessity a "child of pain." Evaluate this idea.
19. From the purposelessness of war he pictures, does Crane extract any positive values?
20. Is the final mood of The Red Badge of Courage optimistic or pessimistic?
21. Is a red badge of courage a desirable aim in wartime?
22. How could one seek for a red badge in everyday life? Make of Henry a person you might know, and develop his story accordingly.

FIGURATIVE LANGUAGE in The Red Badge of Courage

One of the most remarkable aspects of Stephen Crane's prose style in the Red Badge of Courage is his use of figurative language.

Figurative language is a writer's use of a word picture to make an abstract idea concrete, clear, and emphatic. To be effective, figures of speech must be fresh, natural, graphic, and appropriate to the context. They should not be used too frequently.

Figures of speech fall into four categories: 1. simile; 2. metaphor; 3. personification; and 4. hyperbole.

1. A simile is a figure of speech by which one person or object is compared directly to something of a different kind or quality. You can recognize a simile by the comparative word -- generally like or as -- which is always present.

EXAMPLE: "A man without ambition is like a ship without a rudder."

2. A metaphor resembles a simile except that the comparison is implied rather than stated. Instead of being said to be like something else, a thing is spoken of as if it were the other thing.

EXAMPLE: "Her eyes were two dark pools of mystery."

3. Personification is the giving of personal or human qualities to an abstract idea or to something which is normally lifeless.

EXAMPLE: "O Death, where is thy sting?"

4. Hyperbole is obvious exaggeration that is highly extravagant.

EXAMPLE: "The vase broke into a thousand pieces."

Examples of all four figures of speech are found in the following sampling of figurative language from The Red Badge of Courage. (Page numbers are from The Pocket Library edition.)

Page

1	"The low brows of distant hills."
8	"despondent (gun) powders."
15	"The red eyes (of campfires) were still peering."
15	"A yellow patch (of sun) like a rug laid..."
16	"A mass of wet grass...rustled like silk."
16	"The regiment...was...like one of those moving monsters wending with many feet."
18	"Campfires, like red, peculiar blossoms, dotted the night."
18	"The moon had been lighted and was hung in a treetop."
20	"(He walked) with an elastic step."

20 "His voice was as bitter as dregs."
 21 "(He imagined) a thousand-tongued fear (babbling, and)...
 every nerve in his body would be an ear to hear the voices."
 22 "The insects...crooned like old women."
 24 "There were iron laws of tradition and law on four sides. He
 was in a moving box."
 24 "From the water, shaded black, some white bubble eyes looked
 at the man."
 26 "The wind raised the tawny beard."
 27 "War, the red animal -- war, the blood-swollen god."
 27 "The cathedral light of a forest."
 30 "Smoke clouds...like observant phantoms."
 30 "The din...like the roar of an oncoming train."
 32 "Rumors that had flown like birds out of the unknown."
 33 "Bullets began to whistle among the branches and nip at the
 trees."
 34 "Officers carried along on the stream (of men) like exasperated
 chips."
 36 "(Battle preparations seemed) as if seven hundred new bonnets
 were being tried on."
 37 "The colonel began to scold like a wet parrot."
 38 "The regiment was like a firework."
 38 "His eyeballs were about to crack like hot stones."
 39 "Battle phantoms...stuffing their smoke robes down his parched
 throat."
 40 "Forms...growing larger and larger like puppets under a magi-
 cian's hand."
 42 "The guns squatted in a row like savage chiefs."
 42 "A small procession of wounded men...going directly toward the
 rear...was a flow of blood from the torn body of the brigade."
 44 "The sore joints of the regiment creaked."
 51 "A yellow fog lay wallowing on the treetops."
 54 "Pine needles were a gentle brown carpet."
 56 "A crimson roar came from the distance."
 62 "The spectral soldier was at his side like a stalking reproach."
 67 "The red sun was pasted in the sky like a wafer."
 68 "His tongue lay dead in the tomb of his mouth."
 70 "They were ever upraising the ghost of shame on the stick of
 their curiosity."
 71 "The simple questions...had been knife thrusts to him."
 73 "(Wagons)...fled like soft, ungainly animals."
 79 "He was a slang phrase."
 84 "His senses nagged at him like pampered babies."
 91 "A handful of stars lying, like glittering pebbles, on the black
 level of the night."
 92 "The cold cloth was like a tender woman's hand."
 96 "Filled with a tinsel courage."
 114 "Each distant thicket seemed a strange porcupine with quills
 of flame."
 114 "The sun...in the blue-enameled sky."

116 "One window, glowing a deep murder red."
120 "The forest made a tremendous objection."
123 "He could string oaths with facility of a maiden who strings
beads."
147 "It appeared that the swift wings of their desires would have
shattered against the iron gates of the impossible."
152 "The stentorian speeches of the artillery continued."
156 "Scars faded as flowers."

SAMPLE TEST on The Red Badge of Courage

In a few sentences, identify the following excerpts with regard to the people involved, at what point in the story it occurs, and its significance.

1. He occasionally tried to fathom a comrade with seductive sentences.
2. "Jest think as if I was a watchin' yeh. If yeh keep that in yer mind, allus, I guess yeh'll come out about right."
3. He handed the youth a little packet done up in a yellow envelope, gave him a glance as from the depths of a tomb, and raised his limp hand in a prophetic manner and turned away.
4. He went into an ecstasy of self-satisfaction. He had the most delightful sensations of his life. Standing as if apart from himself, he viewed that last scene. He perceived that the man who had fought thus was magnificent. But, all of a sudden, cries broke, "Here they come agin!"
5. A lad whose face had borne an expression of exalted courage, was at an instant, smitten abject. He blanched like one who had come to the edge of a cliff at midnight and is suddenly made aware.
6. He felt a great anger against his comrades. He knew it could be proved that they had been fools.
7. He reached a place where the high arching boughs made a chapel. He softly pushed the green doors aside and entered. There was a religious half light.
8. "I tell yeh what I'm 'fraid of, -- I'll tell yeh what I'm 'fraid of -- it's them damned artillery wagons..."
9. "Yeh look pretty peek-ed yerself. I bet yeh've got a worser one than yeh think. Ye'd better take keer of yer hurt. It don't do t'let sech things go. It might be inside mostly, an' them plays thunder."
10. As he who had so befriended him was thus passing out of his life, it suddenly occurred to him that he had not once seen his face.
11. He reflected, with condescending pity: "Too bad. Poor devil, it makes him feel tough." After this incident he felt quite competent to return home...and he saw his gaping audience picturing him as the central figure in blazing scenes. And he imagined the consternation and the ejaculations of his mother and the young lady at the seminary.

12. He looked bewildered for a moment. He returned to his comrades and threw himself upon the ground. His flesh seemed strangely on fire, and the lieutenant was crowing: "By heavens, if I had ten thousand wild cats like you I could tear th' stomach outa this war in less'n a week!"
13. It was a creation of beauty and invulnerability. It was a goddess, radiant, that bended its form with an imperious gesture to him. It was a woman, red and white, hating and loving, that called him with the voice of his hopes.
14. It seemed that there was bitter justice in the sarcastic and taunting speeches of the gaunt and bronzed veterans. He veiled a glance of disdain at his fellows who strewed the ground, choking with dust, red from perspiration, misty-eyed, disheveled.
15. The two of them flushed from thrills of pleasure. They exchanged a secret glance of joy and congratulation. They were happy, and their hearts swelled with grateful affection for the colonel and the youthful lieutenant.

Choose three of the following questions to answer in short essay form:

16. Discuss four patterns of thinking that Henry experiences, explaining the motivation and reasons back of them.
17. Discuss the following quotation: "Yet the youth smiled, for he saw that the world was a world for him, though many discovered it to be made of oaths and walking sticks."
18. What mean qualities does warfare develop? What fine virtues? Support your replies by instances from the story.
19. To what extent is Henry a type of Everyman?
20. Discuss the theme of this story.

SAMPLE VOCABULARY TEST FOR SOPHOMORE LITERATURE

The Red Badge of Courage

reluctantly	vivacious	unscrupulous	placidly
lucid	speculate	commiseration	invulnerable
effaced	stolid	subtle	harangue
secular	ominous	radical	

- The _____ rumble warned of an approaching storm.
- Iron is a particularly _____ substance.
- She _____ the mark from the wall.
- To have a _____ personality is many girls' ambition.
- No one displayed _____ toward the prisoner.
- John worries his conservative father because the boy has too many _____ ideas.
- Detectives often learn much when they _____ over clues.
- The lazy cow dozed _____ under a large tree.
- If you paint your house red, choose a _____ shade of that color.
- The cigar store Indian presented a _____ front.

ardor	imprecations	sagacious	contempt
conventional	vindictive	ironical	despicable
blatant	profound	eloquent	interminable
respite	formidable	reiterated	

- The general greeted with _____ what he called the traitor's actions.
- After two days of hiking, Iris fell into a _____ sleep.
- Many people avoid New York City because it is so crowded and _____.
- Joan sought _____ from her heavy load of solid courses.
- The minister's glowing sermon was considered to be highly _____.
- The piano recital seemed _____ to the tired girl.
- Despite his father's _____ Greg drove the damaged car.
- Don showed his _____ for football by constantly practicing place kicks.
- The teacher _____ the instructions.
- On the basis of his spy's report, the espionage agent made a _____ decision.

incoherent	passively	lugubrious	temerity
adroitly	redoubtable	pompous	derision
languid	object	discretion	chaos
audacious	appalling	alleged	

21. You showed much _____ by rushing into the lion's cage.
 22. The grieving poet wrote a _____ stanza.
 23. Stop babbling out such an _____ story!
 24. By his unexpectedly _____ run around left end, the fullback won the game for Stanford.
 25. The wrestler presented a _____ challenge to his opponent.
 26. Swans tend to be generally _____ in their movements.
 27. The senior boy in knickers was the object of much _____ among his classmates.
 28. When arguing with your parents, always use some _____.
 29. The girl accepted her reprimand quite _____.
 30. Charles _____ that his car had been damaged by vandals.

lamentation	superficial	suppressed	celerity
illusion	ludicrous	sinuous	vehement
restive	livid	prodigious	obdurate
stoic	philippic	portentous	

31. Andy received a _____ scalp wound.
 32. She was glad that she had _____ her impulse to laugh.
 33. The carpenter went to work with _____.
 34. George, when you make up your mind, you never change; why be so _____?
 35. The soldiers grew _____ as the time for battle neared.
 36. Despite the pain, Anne remained _____ throughout the minor operation.
 37. Jon has a _____ appetite.
 38. A _____ glance from the principal quieted the student body.
 39. Women who wear slacks with high heels often look _____.
 40. The bereaved dog howled in _____ of his loss.

You must change the form of each of the following words to the one given in your vocabulary list before you can use the words correctly in the sentences.

elated	ridiculous	symmetry	harass
remorseful	condescend	accost	hostile
mortified	denounce	covert	affable
petulant	intensely	maniac	

41. Elaine showed her _____ by jumping up and down.
 42. For no reason, she _____ discarded the gift he offered her.
 43. Frank was afraid that they would _____ him because of his new haircut.

44. Alice always felt insecure because her mother-in-law treated her with great _____.
45. After killing the deer, the hunter showed little _____.
46. The lawyer won the case by his brilliant _____ of the prosecuting attorney's tactics.
47. Paul's police dog boldly _____ the burglar.
48. Some people have an _____ aversion to oysters.
49. The superintendent _____ agreed to extend the deadline for completing the building.
50. Remember how _____ he sneaked into the research laboratory the night of the explosion?

STUDY QUESTIONS

All Quiet on the Western Front

Chapter I

1. What details of characterization are used to describe members of the company?
2. Why is the cook disliked?
3. Which of the normal daily events makes the soldiers most happy?
4. What ideal is shattered for the young soldiers in the first bombardment?
5. How does their attitude toward Kantorek change?
6. Contrast Muller's and Pauser's actions toward the dying Kemmerich.

Chapter II

7. Do you believe that Muller's attitude toward the boots reflects a common sense point of view?
8. Mention Himmelstoss' recruit training methods. Why was he so severe?
9. How did this training change the young recruits?

Chapter III

10. What is Katczinsky's special talent?
11. What is the meaning of Kat's poems:
"Give 'em all the same grub and the same pay,
And the war would be over and done in a day."
12. What does Haie mean by, "Revenge is black pudding"?
13. How do the men justify their attack on Himmelstoss? Do you feel it is a justified act?

Chapter IV

14. Explain the feelings of the soldiers toward the earth.
15. What does the "firing fatigue" job consist of?
16. What common symptoms of "gun-shyness" are described in Chapter IV?
17. What sound causes the soldiers the most agony during battle?
18. Why does the author use a graveyard as a shelter for the soldiers rather than a ruined building or a wheat field?

Chapter V

19. How do the men's varying attitudes about what they would do if peace arrived reflect their characters?
20. What point does the satirizing of classroom life build up to?
21. What problem will face this generation after the war?
22. Is the soldiers' great hatred for Himmelstoss psychologically good or bad for themselves?
23. What attitude is implied in the statement, "In many ways we are treated quite like men"?

24. What is the basis for the intimate feeling between Baumer and Kat over the cooking goose?
25. What irony is present in the thought, "There are sights there that he has not forgotten, because he never possessed them"?

Chapter VI

26. What explosion do the men most fear?
27. Describe the combatting of the rats. What does this add to the novel?
28. What two qualities do Baumer's recollections always have?
Why?
29. Why do the soldiers collect copper driving-bands and silk parachutes?
30. What are some of the tricks of survival taught the recruits?

Chapter VII

31. What two things does a soldier need for contentment?
32. Why do the soldiers' attitudes toward Himmelstoss change?
33. What are Baumer's feelings about his experiences across the river with the French girls?
34. Why does Baumer get a shorter leave than he expected?
35. Describe Baumer's homecoming.
36. Why cannot Paul talk of his war experiences?
37. Describe the treatment of Territorial Kantorek.
38. What emotions does Paul have about his leave?

Chapter VIII

39. What actions toward the Russian prisoners show Paul's nature?
40. What is the sole aim Paul has thought of in the trenches?

Chapter IX

41. What reasons do the soldiers give for the existence of war?
42. To whom is war useful?
43. What happens to the uniforms the soldiers receive for the Kaiser's inspection?
44. What reassures Paul in his return to combat?
45. How does Paul plan to atone for his killing of Gerard Duval?

Chapter X

46. Why are so many details of cookery given here?
47. Why does Paul lie to Kropp about his leg wound?
48. What emotion helps Paul to escape when he is wounded?
49. What alarms Paul on the hospital train?
50. How does Paul stop the Litany in the Catholic hospital?
51. What does Paul think shows most what war is like?

Chapter XI

52. How does life adjust men to wartime conditions?
53. What similarities and differences are there between the soldiers and Bushmen?
54. What was the misfortune of Detering?

55. What rumor made return to the front agonizing?
56. What irony is connected with Kat's death?
57. How does Paul react to Kat's death?

Chapter XII

58. Consider the soldiers' relations to the older and younger generations after the war.
59. Do hope and fear exist together?
60. What attitude toward war does the final chapter express? How?

VOCABULARY

All Quiet on the Western Front

Chapter I

voracity 3
requisitioned 4
queue 5
martinets 9
ostracized 10
billets 12

Chapter II

obliterate 18
renunciation 20
incomprehensible 21
pettifogging 21
esprit de corps 26
revile 31

Chapter III

concord 40
indefatigable 48
remonstrance 48

Chapter IV

acrid 51
imperceptibly 52
profound 53
vortex 54
annihilation 54
fallible 55
indigent 56
perpetual 57
martyred 62
appalling 63
restive 65
intolerable 72

Chapter V

tedious 75
materialized 76
insatiable 77
laconically 77
minute (adjective) 94

Chapter VI

dementing 105
disabuse 106
miscarries 107

Chapter VI (con't)

deters 109
belaboured 110
repressed 110
incalculable 110
impinges 113
automatons 115
debauched 115
obliquely 117
benediction 118
apparition 120
liberation 120
dilate 120
allurement 120
melancholy 121
inapprehensible 121
superficial 123
congealed 123
putrefaction 126
malicious 134
simulate 134
docile 134
convulsed 135
pallid 136
foraging 139

Chapter VII

quixotic 140
precipitously 156
stagnant 157
tremulous 163
affably 165
annex 168
inflexible 168
expound 168
zeal 172
laudable 172
importune 174
chasten 177
upbraid 177
ludicrous 178
destitute 187

Chapter VIII

furtively 192
apathetic 195

Chapter VIII (con't)
abyss 196

Chapter IX

devastated 201
impalpable 213
abstraction 226
obliterate 227
irresolutely 227
placate 228

Chapter X

stark 234
zealously 234
idyll 234
entice 238
fastidious 239
baldaquin 240
resignation 241
provocation 244
malevolent 245
surreptitiously 245
intoning 254
fatuus 266

Chapter XI

banal 269
regeneration 271
degeneration 271
dissolution 271
despicable 274
aberration 274
emaciated 277
niggardliness 282
blanched 282
insensate 283

Chapter XII

divinations 290

TOPICS FOR DISCUSSION AND COMPOSITION

All Quiet on the Western Front

1. Analyze the chief qualities of Remarque's writing style.
2. How effective is the description of battle in this novel? What devices does Remarque use to make it more vivid?
3. Discuss the theory of small men as martinets.
4. Consider the soldiers' attitude toward Himmelstoss. Does Remarque approve of their hatred? Do you?
5. How are humorous effects achieved in the novel?
6. Debate the advantages of a military career versus civilian life.
7. What is the purpose of the book being written in the present and not the past tense (i.e., "I sit down," not "I sat down")?
8. Discuss the origins of war.
9. Consider Paul's statement: "Our knowledge of life is limited to death." Is this irony? Is this true?
10. Discuss the brotherhood of soldiers. Of what is it made up?
11. Why does the desire for life exist in the midst of such horrors of combat?
12. How did Paul grow through suffering? What did he lose? Does suffering enrich one?
13. The state of the young soldiers is expressed this way: "We are forlorn like children, and experienced like old men, we are crude and sorrowful and superficial — I believe we are lost." Analyze the causes for the condition described in this passage.
14. What are the advantages and disadvantages of being a war veteran?
15. Consider the moral problem of shooting the wounded soldier to prevent him from suffering, described in Chapter IV. If others had not arrived, should Baumer and Kat have shot him?
16. What mean qualities does war develop? What fine virtues? Cite examples of each from the novel.
17. Is the prevailing mood of All Quiet on the Western Front optimistic or pessimistic? What detail supports your answer.
18. Who is the last soldier to die? What point is made by this death occurring when it does?
19. Discuss the ability of human beings to adjust to severe and unfavorable conditions.
20. How do you learn that this is a novel about German troops?
21. What actions and attitudes characteristic of soldiers in any country's army are portrayed in this novel?
22. What passages in All Quiet on the Western Front lead you to understand how the author feels about war?

POETRY AND WAR

The three poems reproduced below may be used in a number of ways.

First, students may be led to an understanding of the different attitudes toward war expressed in the poems: anger, in the first, resignation, in the second; pathos, in the third. Interpreting authors' attitudes is often difficult for them.

Second, the poems offer a good opportunity to study poetic expression, often a great stumbling block for students. They will need to be helped to understand what the "mother's sleep" is in the first poem, why "wet fur" is used instead of hair. The first poem offers especially powerful, charged words.

Third, advanced classes will enjoy an analysis of the varying techniques used in the construction of the poems. The blank verse of the first, used perhaps to underline the emotion being expressed; the interesting rhyme scheme of the second, enclosing its poetic alliteration and its dramatic contrasts; and the interesting assonance of the third poem ("flash," "flesh") all offer stimulating opportunities for discussion.

THREE ATTITUDES TOWARD WAR

1. "The Death of the Ball Turret Gunner" by Randall Jarrell

From my mother's sleep I fell into the State
And I hunched in its belly till my wet fur froze,
Six miles from earth, loosed from its dream of life,
I woke to black flak and the nightmare fighters.
When I died they washed me out of the turret with a hose.

2. "I Have a Rendezvous With Death" by Alan Seeger

I have a rendezvous with Death
At some disputed barricade,
When Spring comes back with rustling shade
And apple-blossoms fill the air --
I have a rendezvous with Death
When Spring brings back blue days and fair.
It may be he shall take my hand
And lead me into his dark land
And close my eyes and quench my breath --
It may be I shall pass him still.
I have a rendezvous with Death
On some scarred slope of battered hill,
When Spring comes round again this year
And the first meadow-flowers appear.

God knows 'twere better to be deep
Pillowed in silk and scented down,
Where love throbs out in blissful sleep,
Pulse nigh to pulse, and breath to breath,
Where hushed awakenings are dear.
But I've a rendezvous with Death
At midnight in some flaming town;
When Spring trips north again this year,
And I to my pledged word am true,
I shall not fail that rendezvous.

3. "Arms and the Boy" by Wilfred Owen

Let the boy try along this bayonet-blade
How cold steel is, and keen with hunger or blood;
Blue with all malice, like a madman's flash;
And thinly drawn with famishing for flesh.

Lend him to stroke these blind, blunt bullet-heads
Which long to nuzzle in the hearts of lads,
Or give him cartridges of fine zinc teeth,
Sharp with the sharpness of grief and death.

For his teeth seem for laughing round an apple.
For lurk no claws behind his fingers supple;
And God will grow no talons at his heels,
Nor antlers through the thickness of his curls.

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